

**School to work transition of students with disability
in an inclusive context: The role of parents and school
support**

Dissertation

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AND REMAIN....

YOURS SINCERELY

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DEDICATION

*THIS DOCTORAL RESEARCH IS DEDICATED TO MY LOVELY FAMILY IN SYRIA.
TO MY MOTHER; MY BROTHERS; MY SISTER; THEIR FAMILIES
AND TO THE SOUL OF MY FATHER WHO DIED IN 1996.
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ALWAYS PRESENT TO SUPPORT ME.*

AND REMAIN

YOURS SINCERELY

SUHEIR MOUSSA

DOES EXIST A REDEMPTION BETWEEN THE REDEEMER AND THE SINCERE?

....IT IS MAGIC AND SECRET OF THE SINCERITY....

Successful School Entry and Being an Active Student.....

*Successful Childhood to Adolescence Transition and Being an
Active Adolescent.....*

Successful School to Work Transition and Being a Productive Employer...

*Successful Adolescence to Adulthood Transition and Being an
Active Adult.....*

Being Married, Being Parents and Building a Normal Successful Familial Life....etc.

It is the Society's obligation and responsibility to enable all individuals to be the only reason that gives the life to-, regenerates-, and resurrects- all social roles that they will occupy and pursue across their life transitions. Ignoring resources needed to enable every individual to effectively make these transitions and thus to occupy these roles will open the doors for social illnesses that in turn will destroy the whole society and not only the individuals.

Suheir Moussa, Erfurt, Germany, April 18th 2016

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TEXT DER EHRENWÖRTLICHEN ERKLÄRUNG		

ABSTRACT

Integrating children with disabilities into regular schools is a very important topic for families and schools of the German society since about ten years. In Thuringia in 2003, primary schools started with integrating children with disabilities in "Gemeinsam Unterricht". These disabled children who experienced the inclusive kindergarten, the inclusive primary schools and the inclusive secondary schools are now about the end of the school career and try to prepare for the transition from school to work.

While the knowledge about success of conditions of inclusive education is rich, there is a lack of information regarding the successful transition from schools to work of students with disability. The aim of the present dissertation was, thus, to find out how students with disability develop ideas about their future careers in an inclusive school setting.

The focus was basically directed at the support of the parents, the teachers and the broader school context for the students with disabilities. Given that the disabled students are very unique individuals, the current research tried to focus on two cases of students with severe learning difficulties and explored how these students experienced school life, and how they were prepared by schools and by their parents for the life after schools.

Qualitative interviews were, therefore, conducted with students with disabilities, their parents (i.e., mothers), and with teachers from an inclusive school. The results gave a very interesting insight about the conditions that support students with disabilities to develop ideas about their occupational future.

The main finding of this research is that in the inclusive settings children with disabilities also solve the developmental task of career orientation like other children but that they are in a special need to receive the support of the parental context. Moreover, the results underscored the importance of making some improvement in the future to enable the subject teachers to create an inclusive educational context. Further improvement in the societal level was also identified to create an inclusive world of work that enables all individuals including those with disabilities to achieve effective transition from school to work and to get a productive employment.

Key words:

Career preparation, contextual factors, developmental tasks, Down Syndrome, experts interview, inclusion, integration into a peer group, parental support, problem-centered interview, school engagement, school support, school to work transition, students with disabilities, learning disabilities, semi-structured interviews.

INTRODUCTION

Preparing for a future career is an important developmental task for students with and without disabilities during the school-age period (Dietrich, Parker & Salmela-Aro, 2012; Hirschi, 2011; Koivisto, Vinokur & Vuori, 2011; Kracke, 1997, 2002; Pffeifer & Pinguart, 2011, 2012; Rogers, Creed & Glendon, 2008). Indeed, studying career preparation during the school-age period is very important due to the multiple positive outcomes associated with it. In this term, previous research showed that career development and advancement in career preparation during school-age years can maximize and predict school engagement and school completion (Kenny et al., 2006; Kozan, Fabio, Blustein & Kenny, 2013; Perry, Liu & Pabian, 2010). Moreover, implementing career development and career preparation programs in the school context can increase school engagement, motivation and interest in school and learning activities, academic achievement and school success. Such strategies are also important to prevent school disengagement (Woolle, Rose, Orthner, Akos & Jones-Sanpei, 2013) and school delinquent behaviors (Hawkins & Weis, 1985).

Research focusing on students with learning disabilities also found that having clear goals for the academic and vocational future increases school engagement and education completion (Hua, 2002). Participation in career preparation activities has been also considered as an important source of support for the effective transition from school to college and work and thus for getting an employment among students with disabilities including students with learning disabilities and mentally handicapped (Hudson et al., 1988).

Studying career preparation and school-to-work-transition among students with disability is very important because disabilities can be considered as a disabling factor that impacts well-being in school, restricts the educational opportunities and career options (Benz, Lindstrom & yovanoff, 2000) and affects adolescents' plans and aspirations for future education negatively (Taanila et al., 2014). For instance, students with disability (e.g., comorbid ADHDs and SLDs, visual impairment, learning disability; attention deficit hyperactivity (ADHD); autistic spectrum disorders (ASD)) have been found to report less ambitious educational aspirations (Taanila et al., 2014), to show low levels of career preparation and career development and lower levels of goal engagement in the developmental task of

career choice in relation to their typically developed counterparts (e.g., Bell, 2012; Hitchings, Luzzo, Ristow, Horvath, Retish and Tanners, 2001; Ochs & Roessler, 2004; Pfeiffer & Piquart, 2012; Wehman et al., 2013). Furthermore, special education students show lower levels of career decision making self-efficacy (CDMSE) that, in turn, impact their intentions to engage in career explorative behaviors and activities (Ochs and Roessler, 2004).

It has been well documented that students with disabilities are less successful in making the effective transition from high school to college and career than their typical counterparts (Ochs & Roessler, 2004) due to the multiple significant difficulties they confront (Hendricks & Wehman, 2009). Consistently, research continues to document that young individuals with disability usually lag behind their typically developed peers and classmates in school (e.g., rates for school graduation), post school (e.g., employment rates and postsecondary attendance) and achievement indicators, and independent living (Anderson, Christenson & Lehr, 2004; Bell, 2012; Benz, Lindstorm & Yovanoff, 2000; Stout & Christenson, 2009; Ochs & Roessler, 2004; Wehman et al., 2013). Research also has shown that students with disabilities are more likely to be unemployed or underemployed (Bell, 2012; Ochs & Roessler, 2004; Wehman et al., 2013), to drop out of school and to have much lower school and education completion rates than their general education counterparts (Anderson, Christenson & Lehr, 2004; Stout & Christenson, 2009). Specifically, students with Down syndrome have difficulties in school and in making the transition from school to work because they experience a variety of barriers, such as, a low level of social integration (e.g., Hamill, 2003), poor academic outcomes, low chances to access inclusive schools, a low level of participation in post-secondary education, low rates of employment, the absence of leisure opportunities, and dependency on parental caregivers in adulthood (Baer et al, 2011; Scheepstra et al., 1999; Thomson et al., 1995).

When looking at factors contributing to a successful transition from school to work for students with handicaps, previous research highlighted the importance of a supportive context. Support provided from parents, teachers, as well as from school-classmates is among the most important factors that contribute to the successful school to work transition of students with handicaps (e.g., Hamill, 2003; Hudson et al., 1988). A supportive parental context which provides encouragement and nurturance to children with disabilities is closely associated with the development

of career self-efficacy at a very young age (Hua, 2002). Encouragement of parental involvement was, therefore, a basic goal of programs aimed at promoting career preparation (Berkell, 1987) and facilitating achievement of successful transition from school to work among students with disabilities (Izzo, 1987).

Concerning school, researchers advocate an inclusive setting to promote successful school-to-work transitions for handicapped students. Educating students with disability and special educational needs in an inclusive context can lead to greater learning and greater levels of academic and school competencies (Kocaj et al., 2014; Kracke, 2014), and can significantly predict their participation in postsecondary education (Baer et al., 2011). Integrating students with disabilities (e.g., handicaps and Down syndrome) into mainstream school-settings can result in more gains in social development, more social maturity, more age-appropriate social behavior, more social confidence (Buckely et al., 2006), and can contribute to post-high school adjustment that in turn will result in successful transition of students with handicaps (Hudson et al., 1988). The process of career orientation and the transition from school to career among youths with disability is therefore better facilitated when vocational orientation occurs in an integrative, inclusive and open context and when schools also considers vocational practicum as an essential part of the school-curriculum (Sommer, 2013).

While research particularly from North America and Great Britain has provided fruitful information on the situation of students with various disabilities in schools and in the transition from school to work, there is a lack of studies addressing this important transition in Germany. This is the starting point of this dissertation thesis. The aim of the dissertation is to explore the situation of adolescents with handicaps at the transition from school to work in the German context. Because disability is a very heterogeneous concept with very different consequences for the transition to work depending on the specific handicap, this dissertation concentrates on adolescents with severe learning difficulties due to mental impairment. Two cases were studied intensively to learn about the role of parents and teachers in an inclusive school setting. By applying qualitative interviews it was explored how two German adolescents with mental handicaps experienced career preparation in school and how they were supported by their parents, school, and teachers. In addition to the interviews with the adolescents and their mothers, an interview with teachers from an inclusive school on school based career preparation gave insight

about how career preparation can be organized in an inclusive way. The interviews were analyzed by ways of qualitative content analysis after Mayring (2014).

The dissertation thesis comprises two main parts: the literature review and the interview study. After an introduction the literature review is presented in six chapters. While the first chapter is explaining the procedure of the literature review, the remaining five chapters are reviewing selected research on central concepts concerning the school to work transition of students with disabilities in inclusive settings. Part II presents the empirical study and the discussion of results in light of the literature review. In detail, the literature review addressed the following topics: Chapter 1 introduces the procedure of the literature review. Chapter 2 introduces the concept of developmental task in general without a specific focus on children with disabilities. It has five subchapters: Subchapter 2.1 is addressing the school-to-work-transition as a salient developmental task during adolescence. 2.2 is focusing on the developmental task of career preparation. 2.3 reports consequences associated with accomplishing vs. failing in accomplishing the developmental task of career preparation. Subchapter 2.4 focuses on the developmental task of school-engagement. The final subchapter 2.5 addresses the relationship between career preparation and school engagement.

Given that the current research work is focusing on studying the case of students with disability, Chapter 3 will address the definitions and the theoretical models of disabilities. Chapter 4 reflects the developmental task of school-engagement and career preparation specifically for adolescents with disabilities. Chapter 5 is addressing the influence that contextual factors have on the accomplishment of the developmental tasks of school engagement and career preparation among students with and without disability. Particularly, the impact of parents, the impact of school, the impact of teachers, and the impact of peers are addressed.

The final chapter of the literature review (Chapter 6) addresses the topic of inclusion: Subchapter 6.1 is defining the term of inclusion and 6.2 is about the legal framework of inclusion. 6.3 is reviewing basic barriers that hinder the creation of an inclusive setting, whereas the final subchapter 6.4 addresses the question how inclusion influences the developmental tasks of preparation of school to work transition. Here, negative and as well as positive influences of inclusion on students with and without disabilities are covered, and the role of inclusion in

accomplishment of developmental tasks of career preparation of students with disabilities is addressed.

Part II of the thesis presents the empirical study in four chapters. The interview study is introduced in the first chapter of this part where the research questions are developed against the background of the reviewed literature. The second Chapter of the third part gives information on the empirical study. The third Chapter presents the results of the interview study. The fourth and final Chapter of the third part includes the final discussion of the research questions in light of the research and outlines future research questions in the context of the school to work transition of mentally handicapped students.

PART I: LITERATURE REVIEW

1. PROCEDURE OF THE LITERATURE REVIEW

This subchapter describes the procedure for conducting the literature review. Information for the literature reviewed for the current research work was gathered through academic journals using the search engine Psych-Info, accessed through the website of the university Erfurt. Further academic journals used to write the literature review were gathered using the search engines ERIC, Google and Yahoo. Academic references including academic books, academic journals and articles on psychology, sociology, education and special education have been also gathered from the library of the university of Erfurt, University of Friedrich Schiller Jena, as well as others libraries of other universities in Germany.

The keyword combinations utilized included disability, special educational needs, special education, school engagement, career preparation, school completion, inclusion, consequences of inclusion, barriers to inclusion, developmental tasks, developmental task and disability, disability and academic achievement, disability and career preparation, disability and school to work transition, peers and disabilities, parents and disabilities, school and disability, teacher and disabilities, culture and disability.

Additionally, attending academic conferences on inclusion, academic seminars on special and social education, an internship in a clinic of psychiatry, and a further internship in a school of children and adolescents with disabilities were valuable experiences to determine topics for the literature review.

2. THE CONCEPT OF DEVELOPMENTAL TASKS

The concept of developmental tasks assumes that human development in modern societies is characterized by a long series of specific tasks that individuals have to resolve and complete as they progress gradually through the life cycle (Bonino, Cattelino & Ciairano, 2005; Pfeiffer & Pinquart, 2011). These series of age- and stage- appropriate developmental tasks or challenges remain critical to the adaptation throughout an individual's life and are, further, hierarchically integrated and organized. Meaning that, each new development builds on, and incorporates previous developments. As a consequence, successful resolution of every stage-salient issue or task is linked to future adaptation whereas early failure in coping with these developmental tasks is hypothesized to increase maladaptation and incompetence (Cicchetti, 1993).

The concept of developmental tasks was conceptualized and introduced by Havighurst (1948). Consistent with what has been noted previously, Havighurst's postulation confirms that in each stage of their development and throughout their life, individuals have to solve and complete age-associated developmental tasks before entering a new period and stage of life (Pfeiffer & Pinquart, 2011; Pfeiffer & Pinquart, 2012). In this term, Havighurst defines a developmental task as one task *"which arises at or about a certain period in the life of an individual, successful achievement of which leads to success with later tasks, while failure leads to dissatisfaction in the individually and difficulty with later tasks"* (p. 2). In accordance with this definition, Havighurst (1948, 1972) and other theorists like Erikson (1968), Newman & Newman (1991), proposed that success in dealing with the developmental tasks that characterize each stage of life is expected to be tied with personal, social and overall adjustment, a well-adjusted relationship between the individual and his or her social context, high self-esteem, and does lay the foundation to successful accomplishment of subsequent developmental tasks of future stages (Bonino, Cattelino & Ciairano, 2005). The "failure" in achieving these normative and central tasks is on the contrary expected to lead to dissatisfaction and difficulty with later tasks. One example of a developmental task that constitutes a societal concern is learning to read and write in the early years of childhood (Bonino, Cattelino & Ciairano, 2005). Accomplishing these tasks successfully will lay the foundation for the successful accomplishment of developmental tasks salient during the school-age period including being able to learn, to deal with school

demands in an effective manner, and to master the basic skills needed for success in school and for gaining an education. School readiness, high levels of school engagement, school completion and gaining education will, in turn, lay the foundation for accomplishing the developmental task of future career preparation which is basically salient during the final school-age years.

However, the developmental tasks reflect one of the interesting aspects of the interaction between individual and context (Bonino, Cattelino & Ciairano, 2005). This may come in line with Erikson's proposition which states that on every developmental stage individuals may decide either to engage, integrate and solve the "normative psychosocial developmental crisis", or to retard and disengage from solving it. Their decision to engage or disengage is dependent on the presence vs. absence of the personal/internal as well as the contextual/external resources that ease the accomplishment of the developmental task (Cicchetti, 1993; Erikson, 1968; Havinghurst, 1948, 1972; Stringer, Kerpelman & Skorikov, 2012). In this term, developmental tasks can further be viewed as "developmental and central normative stressors", which occur at various points of development throughout the childhood and adolescence. Resolving these tasks and stressors, and coping with them to accomplish an effective transition requires access to considerable resources in the internal as well as contextual levels.

Similarly, failure in resolving these tasks due to presence of the disabling and restriction factors and, thus, due to lack of needed resources in the individual and the contextual levels will set the stage for the future problematic and ineffective transition in the subsequent stage and developmental period. For this reason, the successful and effective resolution may be particularly sensitive to pre-existing individual differences in adaptation or maladaptation. This is why some students with disabilities do not have the same opportunity of their typically developed counterparts to effectively resolve and cope with these central developmental tasks and stressors related to school entry, adjusting to school world, graduating from it, and preparing for future career.

Given that the current research focuses basically on developmental tasks of school completion and career preparation during school-age years as basic elements of the salient developmental task of the school-to-work transition, the following chapters concentrate on previous literature considering these tasks.

2.1 SCHOOL-TO-WORK TRANSITION AS A SALIENT DEVELOPMENTAL TASK DURING SCHOOLAGE YEARS OF ADOLESCENTS

The present dissertation addresses the developmental task of the transition from school to work which is highly important during the school-age period of every child and adolescent. It includes attending school to gain and complete an education (Melvin & Tonge, 2012), and to prepare for a future career and occupation (Dietrich, Parker & Salmela-Aro, 2012; Hirschi, 2011; Koivisto, Vinokur & Vuori, 2011; Kracke, 1997, 2002; Pfeiffer & Piquart, 2011, 2012; Rogers, Creed & Glendon, 2008).

The Importance of this developmental task has been, indeed, reported and underscored by the adolescents themselves (Kracke, 2002; Dietrich & Kracke, 2011; Pfeiffer & Piquart, 2012).

In fact, some researchers argue that during school-age years, adolescent students continue to report that focusing on educational and occupational tasks is more important than focusing on other tasks including those related to building and maintaining romantic-relations and/or preparing for future family life (Kracke, 2002).

Consistently, when Dietrich and Kracke (2010) asked adolescent school students to report their transition-related personal goals, responses of the participants included goals related to exploratory activities, like for instance, to find a major one would like to study or to enroll in an occupational training program. Adolescent participants also attributed great importance to these transition related goals (Dietrich & Kracke, 2011).

Given that the current dissertation is focusing on the above noted basic elements needed to achieve successful school to work transition, the following subchapters of the literature review will address these tasks of career preparation and school engagement.

2.2 CAREER PREPARATION AS A DEVELOPMENTAL TASK DURING ADOLESCENCE

One central normative developmental task during school-age years in the life of every adolescent student is to actively prepare for a future career and to develop career-choice readiness before leaving school and before making the transition from school to college and career life (Dietrich, Parker & Salmela-Aro, 2012; Hirschi, 2011; Koivisto, Vinokur & Vuori, 2011; Kracke, 1997, 2002; Pffeifer & Pinguart, 2011, 2012; Rogers, Creed & Glendon, 2008).

Consistent with this line, Rogers, Creed & Glendon, (2008: p. 132) noted that

“the final school years are critical in the career decision making process, as this is when students typically begin to plan, explore and make decisions about employment or further education.”

Importance of career preparation during the adolescent period is, however, theoretically supported by Erikson’s psychosocial theory of development which considers occupational commitment as the most challenging task of identity formation during adolescence (Erikson, 1968; Stringer, Kerpelman & Skorikov, 2012).

As defined by Stringer, Kerpelman, Skorikov (2012: p. 1344), developmental tasks of career preparation during adolescence refers to

“[...] the process of laying the foundation for establishing one’s occupational career and consists of three dimensions of commitment-focused processes involved in career identity development: (a) career decision making (making an informed decision based on knowledge of one’s career options and the self), (b) career confidence (having confidence to achieve one’s career goals), and (c) career planning (developing strategies for achieving one’s career goals).”

These three dimensions of career preparation (i.e., career decidedness (or indecision), planning, and confidence) can be seen as interrelated indicators of the process of making a career commitment, which appears to be closely intertwined with adjustment during transition to adulthood (Stringer, Kerpelman & Skorikov, 2012).

From a developmental perspective, Super postulated in his self-concept career theory (Super, 1953; 1957; Super, Savickas, & Super, 1996), that difficulty in transitioning into adult career roles does emerge when adolescents fail to actively engage in and to complete basic tasks of career development that particularly occur

during the exploration stage that coincides with adolescence years (Ochs & Roessler, 2004). However, active engagement in and accomplishment of career exploration tasks (i.e., *“deliberate and purposeful actions of seeking and processing information that people engage in to enhance their knowledge of the self and the outer world with respect to future career”* Dietrich, Kracke & Nurmi, 2010: 66) is, on the contrary, an important prerequisite to reach career maturity (Ochs & Roessler, 2004). Positive outcomes associated with high levels of engagement in career explorative activities (e.g., such outcomes may include significant decrease in career indecision, greater increase in career confidence, planfulness and career commitment, higher levels of job search self-efficacy....etc.) have been also reported in a view of other theoretical perspectives like social cognition career theory (SCCT) and theories on identity formation (Dietrich, Kracke, & Nurmi, 2011; Ochs & Roessler, 2004; Zicic & Saks, 2009).

2.3 CONSEQUENCES OF ACCOMPLISHING VS. FAILING IN ACCOMPLISHING CAREER PREPARATION

Concerning the consequences associated with accomplishing vs. failing in accomplishing career preparation as a salient developmental task during school-age years of the teenagers, research found that career preparation is tied to multiple adjustment measures (e.g., self-esteem, emotional stability and social adaptation), and that the association between career preparation and students' adjustment are further hypothesized to be reciprocal (Stringer, Kerpelman & Skorikove, 2012). Stringer, Kerpelman and Skorikove, (2012) found in their study that dimensions of career preparation (i.e., career confidence, career planning and career indecision) serve as a predictor of adjustment which, in turn, predicts levels of career preparation. Career confidence, which *“requires knowing what one wants to accomplish and how”*(p. 1350), has emerged as the most important dimension of career preparation that predicts further adjustment. In this term, findings of this study indicated that not having high levels of confidence in achieving career goals when leaving high school is expected to influence adjustment negatively after high school (Stringer, Kerpelman & Skorikove, 2012).

Other researchers consistently found in their studies that higher levels of career planfulness and expectations as two fundamental processes in career development

can significantly increase students' school engagement (defined and measured as valuing school and school belonging) (Kenny et al., 2006). These findings are in agreement with numerous theoretical perspectives which suggest that career development indices such as career planning *"can provide an external source of motivation that helps students understand connection between doing well in school and having choices and opportunity later in life, thereby enhancing school engagement."* (Kenny et al, 2006: p. 273)

Perry, Liu and Pabian (2010) reported that career preparation (i.e., Career Decision-Making Self-Efficacy and Career Planning) has a direct effect on school engagement (i.e., attitudinal/emotional and behavioral dimensions of school engagement) which, in turn, affects academic performance/school grades. Thus, career preparation has an indirect effect on students' grades through the mediating effects of school engagement (Perry, Liu, & Pabian, 2010).

More recently, Kozan, Fabio, Blustein and Kenny (2013) provided further evidence regarding the positive and significant association between two indices of advancement in career development (i.e., high levels of Career Decision Making Satisfaction and Career Planfulness), and school engagement in a sample of high school students. Meaning that, these variables of career development do significantly serve as predictors of greater school engagement among high school students (Kozan, Fabio, Blustein & Kenny, 2013).

Research further documented that career relevance instructional strategies implemented by school teachers in school context and that aimed at maximizing career development increased level of school engagement, motivation and interest in school and learning activities among students who have been exposed to these strategies. These students further showed greater levels of academic achievement (e.g., Woolle, Rose, Orthner, Akos & Jones-Sanpei, 2013).

2.4 SCHOOL ENGAGEMENT AS A DEVELOPMENTAL TASK DURING ADOLESCENCE

Besides career preparation, school engagement and school completion emerge as important antecedents of a successful school-to-work-transition. School engagement has been defined by some authors as the amount of time that school-age students spend interacting with their social as well as non-social school environment (context) including adults, peers and materials, in a way that is developmentally and contextually appropriate for their age, abilities and surroundings (Malmskog & McDonnell, 1999; McCormick, Noonan, & Heck, 1998; McWilliam & Bailey, 1992). In this term, engagement does emerge as an important, albeit not sufficient, condition for developmental change (Malmskog & McDonnell, 1999), for promoting learning, and for providing a more effective learning environment (McCormick, Noonan, & Heck, 1998) where all students including those who are with or without disabilities are able to participate, to learn and to achieve to their full potential. Children, who participate in classroom activities, are also unlikely to be displaying problematic behaviors as Casey and McWilliam, (2007, p. 3) maintained.

Skinner and Pitzer (2012) distinguished two kinds of facilitators of school engagement. While personal facilitators are *“students’ self-perceptions or self-system processes which refer to durable appraisals of multiple features of the self, such as self-efficacy or a sense of belongingness in school”*, social facilitators refer to *“social contexts and interpersonal interactions with important social partners, such as teachers, peers, and parents, and include their quality and nature, such as whether they are warm, dependable, or controlling.”* (Skinner & Pitzer 2012: p. 64)

Given that school is considered as one of the most important socialization institutions where students acquire skills and proficiencies important to survive in their societies, low levels of school engagement will consequently hinder acquisition of these skills and thus increase later negative outcomes including failure in accomplishing the developmental task of school completion (i.e., drop out of school) and career preparation (i.e., being unemployed) School engagement thus constitutes a crucial factor and good predictor of children’s long-term academic achievement and their eventual completion of school and education (Furrer & Skinner, 2003).

Consistently, research from multidisciplinary sources including public health, education, development and psychopathology, that is focusing on studying and understanding involvement in multiple types of problematic and risk behaviors during school-age years and the adolescence period, placed particular importance on levels of affective engagement students enjoy and experience at school (Griffiths et al., 2012).

However, this specific focus given to the affective dimension of school engagement does not mean that other dimensions are not important or do not have any influence since interrelationship between all dimensions of school engagement does really exist.

Generally, research continues to report positive student developmental outcomes associated with high or low levels of school engagement (e.g., Fredricks, Blumenfeld & Paris, 2004; Furrer & Skinner, 2003; Griffiths et al., 2012; Janosz et al., 2008; Li & Lerner 2011; Skinner & Belmont, 1993; Skinner, Welborn & Connel, 1990; Zablocki, 2009). Specifically, while higher levels of school engagement are associated with positive developmental outcomes (e.g., Fredricks, Blumenfeld & Paris, 2004; Furrer & Skinner, 2003; Hazel, Vazirabadi & Gallagher, 2013; Hughes & Kwok, 2006; Moenikia & Zahed-Babelan, 2010), disengagement from school has been tied to numerous tragic and negative outcomes. For instance, reduced or lack of school engagement has been linked to a wide range of problematic academic outcomes such as school failure, lower achievement, and dropout out of school (Fredricks, Blumenfeld & Paris, 2004; Hazel, Vazirabadi & Gallagher, 2013; Griffiths et al., 2012; Janosz et al., 2008; Li & Lerner 2011).

In their review of research studied outcomes associated with student engagement at school, Fredricks, Blumenfeld and Paris (2004) found that poor levels of behavioral engagement as manifested in high school non-attendance, greater discipline problems at school, high disruptive and negative behaviors, less involvement in school work, doing less homework, low participation in extracurricular activities-constitute a precursor of drop out of school. Increased social alienation and isolation that refers to low emotional engagement in school has been also found to contribute to school dropout (Fredricks, Blumenfeld & Paris, 2004). In a similar vein, Janosz et al., (2008) reported a linkage between unstable pathways of school engagement and

high probability to drop out of school among adolescent students (ages were between 12 and 16).

Beside academic outcomes, focus has also been given to the potential of school engagement in predicting, preventing vs. causing other nonacademic-oriented forms of problematic behaviors. Theoretical support of this role is derived from social control theory which focuses on the social factors (e.g., supportive relationship) that prevent pupils from involvement in delinquent behaviors. According to this perspective, pupils who are "*emotionally attached*" to school are less likely to involve in delinquent and deviant behavior such as substance abuse and violence, because they attempt hardly to meet schools' expectations.

Similarly, Hirschi's (1969) theory of social bonding predicts that adolescents, who enjoy strong and positive relations with others, are more committed and involved in pro-social and conventional activities (like school) and will be, consequently, less likely to commit delinquency. High levels of engagement in school have been found to reduce risk of depression and suicidal ideation (Griffiths et al., 2012).

In 2011, Li and Lerner examined whether there is an association between pathways of emotional and behavioral school engagement and the positive and problematic developmental outcomes of school-age students (across Grades 5 to 8). Their findings revealed that students who experienced negative and problematic pathways of emotional and behavioral school engagement were more frequent involved in substance use and delinquent behavior, were more depressed, and exhibited worse academic outcomes. However, they interpreted their findings in view of the perspective which assumes that students who are behaviorally engaged in school are too busy to explore and engage in risky and deviant activities. Further, those who enjoy high levels of emotional engagement may benefit from their strong relations with significant others (e.g., peers and teachers). Such positive connections, as the authors reported, have the potential to protect these students from seeking support and comfort from nonconventional groups especially in times of psychological distress. Building on these findings that stressed the association between school engagement and multiple facets of developmental outcomes, the authors also ended up by supporting the importance of promoting students' feelings of belonging and connection to school among all pupils (Li & Lerner, 2011).

Griffiths et al., (2012) summarized results of key studies and research published within the past decade (1997-2009) that review positive and negative outcomes associated with student engagement and disengagement, school connectedness and school bonding. In general, results reviewed in this summary indicated that elevated levels of school engagement were negatively associated with several problem behaviors. Specifically, high levels of school engagement were correlated with less likelihood to start drinking alcohol, less frequent, less initiation and low escalation of drinking alcohol, less level of smoking cigarette and marijuana, reduced weapon carrying, less participation in school delinquency, violent behaviors and conduct problems. Further, high levels of school engagement correlated with greater chance of school completion and less likelihood to drop out of school. On the contrary, students with an overall decline in levels of student engagement were more likely to drop out of school and thus to lose their chance to graduate and to complete education. Positive correlation was, further, found between low levels of school attachment and greater involvement with friends who use drugs, which in turn was correlated to use or intention to use alcohol and drugs. Students who enjoyed supportive relation with their teachers and classmates were not involved in school-bullying (whether perpetrator or victim) like those students who bullied others or were victimized and who had negative relations with school-teachers (Griffiths et al., 2012).

In fact, some researchers claim that beside its importance to prevent drop out of school and to promote school completion, school engagement is also necessary to prepare children and adolescent students for the transition into adulthood (Mahatmya et al., 2012). Consistently, almost all models of school engagement (e.g., Check & Connect Models) have considered school graduation and completion and getting employment as outcome variables. In their model that explains association between context, engagement, and student outcomes, Reschly and Christenson (2012) considered high school graduation, post-secondary education, employment and thus achieving a productive citizenship as distal outcomes of school engagement. Meaning that student engagement in school is a crucial antecedent to reach these outcomes, according to the authors' perspective (Reschly & Christenson, 2012).

This proposition can find support in Zablocki's study (2009) which found that school achievement accounted for a significant variance in levels of students'

engagement in career planning activities. Accordingly, students who reported higher school achievement also reported greater levels of engagement in career planning activities. Given that school engagement contributes significantly to higher levels of academic achievement and academic success (Fredricks, Blumenfeld & Paris, 2004; Furrer & Skinner, 2003; Griffiths et al., 2012), it is accordingly reasonable to assume that school-engagement contributes indirectly and through its influence on academic achievement to the advancement in the developmental tasks of career preparation as manifested in higher levels of engagement in career planning activities.

However, further details concerning the association between school engagement and the developmental tasks of career preparation will be reviewed in the following section.

2.5 THE RELATIONSHIP BETWEEN SCHOOL ENGAGEMENT AND CAREER PREPARATION

Career preparation is very closely linked to school engagement. School engagement can be considered as an important antecedent for career preparation (Reschly & Christenson, 2012; Zablocki, 2009) whereas career preparation also emerges as a facilitator for school engagement.

CAREER PREPARATION AS A FACILITATOR FOR SCHOOL ENGAGEMENT

Indeed, the effective role of career preparation in increasing school engagement and other positive academic outcomes contribute basically to school completion comes in line with Mahatmya et al's. (2012) discussion of the reciprocal association between level of school engagement exhibited by school-age students on the one hand and the accomplishment of the other related and subsequent developmental tasks on the other hand.

In this term, Mahatmya et al., (2012, p. 46) maintained that

"[...] student engagement is more likely to happen if children's and adolescents' school experiences are framed within the developmental tasks fitting the general developmental period [...]"

It is accordingly reasonable to assume that when the education system and school curriculum focus on maximizing career preparation as a basic strategy, levels of school engagement of the students will maximize. Specifically, framing school experience within developmental tasks salient during this age period will increase levels of engagement exhibited by students which, in turn, has the potential to promote the accomplishment of further developmental tasks.

The following studies serve as evidence to support the role that advancement in career preparation has on school-engagement.

Support for this association can be found in Hua's (2002) qualitative case study conducted to examine career development pattern of one high school gifted student who has learning disability (G/LD). Findings revealed that having clear goals for academic and vocational future (e.g., becoming a photojournalist) and placing great importance on college attendance as a substantial mean to reach this goal (i.e., future career) strengthened the decision of this gifted student with learning disability to remain in school and to complete education despite that everything in school was too difficult for him. In accordance with these findings, this student confirmed to the interviewer that without these clear goals he had about his future career, college and education he might have dropped out of school (Hua, 2002).

Some researchers found that higher levels of career planfulness and expectations as two fundamental processes in career development can significantly increase students' school engagement (defined and measured as valuing school and school belonging) (Kenny et al., 2006). These findings are in agreement with theoretical perspectives which suggest that career development indices such as career planning *"can provide an external source of motivation that helps students understand connection between doing well in school and having choices and opportunity later in life, thereby enhancing school engagement."* (Kenny et al, 2006: p. 273)

Relatedly, Perry, Liu and Pabian (2010), examined whether career preparation (i.e., Career Decision-Making Self-Efficacy and Career Planning) contributes to school engagement (i.e., attitudinal/emotional and behavioral dimensions of school engagement) and academic performance. Findings revealed that career preparation has direct effect on school engagement which, in turn, has direct effect on school grades. Career preparation has, consequently, an indirect effect on students' grades

through the mediating effects of school engagement (Perry, Liu, & Pabian, 2010). Kozan, Fabio, Blustein and Kenny (2013) examined whether multiple indices of career development (i.e., Career Decision Making Satisfaction; Career Planfulness) do predict greater school engagement in a sample of high school students. The findings found that higher levels of Career Decision Making Satisfaction and Career Planfulness, which constitute two indices of advancement in career development, were positively and significantly associated with school engagement. Accordingly, these variables do significantly serve as predictor of greater school engagement among high school students (Kozan, Fabio, Blustein & Kenny, 2013).

Support for the influence of advancement in career preparation on increasing school engagement can be further found in literature suggesting importance of some educational practices (e.g., experiential prevocational training and exploration and occupational and career relevant instruction) in increasing positive school outcome and reducing negative one through promoting career development among school-age students while they are in school (Hawkins & Weis, 1985; Woolle, Rose, Orthner, Akos & Jones-Sanpei, 2013).

For instance, it has been suggested that implementing experiential prevocational training and exploration (i.e., exposing students to multiple types of career options and providing them with needed information about skills required to get such careers, in order to maximize their understanding of these career options) is an influential strategy to prevent school delinquent behavior through promoting the academic and career aspirations of school-age students exposed to these programs and strategies (Hawkins & Weis, 1985). When interpreted in a view of models of school engagement which basically attest the close correlation or interrelationship between various dimensions of school engagement, it could be suggested that these educational practices are, indeed, purely and basically directed at promoting school engagement as they focus on increasing students' aspirations and expectations which refer to cognitive dimension of school engagement. Further, cognitive dimension of school engagement is theoretically closely and significantly associated with behavioral dimension of school engagement as manifested in low levels of problematic behaviors including school delinquent and disruptive behavior, school nonattendance.. etc., namely, the basic outcome this educational practice of experiential prevocational training and exploration is targeting.

More recently, Woolle, Rose, Orthner, Akos and Jones-Sanpei, (2013) provided further evidence concerning the influence of career development in increasing student engagement in school context. Specifically, when teachers did increase their use of Career Relevance as an instructional strategy in the middle grades (*i.e.*, “*when teachers illustrate to students the links between what they are teaching to possible careers in students’ futures.*” p: 1329), students did show higher levels of engagement, interest and motivation in school, which in turn, contributed to further gains in their academic achievement. These findings assume that occupational and career relevant instruction, learning and activities should be implemented for all students, including those at risk students who are seen as not college bound, as a proactive preventive strategy aimed at improving school engagement, advancing school success/outcomes, and preventing school disengagement and decrement in motivation.

In this line the authors maintained that “*this allows students to find their own possible future occupational selves and become engaged and motivated in achieving such self-discovered aspirational goals.*” (Woolle, Rose, Orthner, Akos & Jones-Sanpei, 2013: 1331).

3. DEFINITIONS AND MODELS OF DISABILITY

In a view of above it would be reasonable to assume that career preparation is a crucial facilitator of school engagement and academic performance, and that every factor whether internal (in the individual level) or external (in the contextual level), that contributes directly and significantly and/or indirectly to career preparation and development will, in turn, contribute to school engagement, school grades and academic performance. Considering these factors is therefore of special importance when research efforts are directed at exploring elements and strategies needed to study as well as promote school engagement and completion among adolescents with disabilities (*i.e.*, the sample of the current research).

Before reviewing research on handicapped adolescents’ career preparation and school to work transition, definitions of disability will be presented in order to characterize the frame for the research on handicapped adolescents’ career development.

3.1 DEFINITIONS OF DISABILITY

To clarify the concept of disability is an important base for the framing of research on school engagement and career preparation in handicapped adolescents. Therefore, the chapter starts with a definition of Disability and Models of Disability.

The basic notion in the literature confirms that there is no universal definition of disability (Turner et al., 2011). However, there exist some definitions of disability, such as the following:

- (1) According to the Services and Assistance for the Disabled, a person with disability is a person who has special and long-term difficulties in coping with functions in normal life due to possession of a disability or an illness (Konttinen, 2006).
- (2) The Disability Discrimination Act (DDA) states that individuals are considered to be disabled if they have a physical or mental impairment which has a basic and long term adverse impact on their capacity to carry out normal day-to-day activities (Graham, 2008).
- (3) “The National Crime Victimization Survey (NCVS), for example, defines disability as *“a long-lasting (six months or more) sensory, physical, mental, or emotional condition that makes it difficult for person to perform daily activities”* (Rand & Harrell, 2009). Thus, disability can encompass: emotional and behavioral disorders, like depression or conduct disorder, physical disabilities that create limitations in hearing, sight, or mobility; as well as developmental and learning disabilities such as autism or cognitive disability”. (Turner et al., 2011: 275).
- (4) In view of the social perspective which, basically, focuses on the interaction and relation between the individuals with disability and their environment, disability refers to the inequality these persons with disability experience with other people as virtue of structure of the society (Konttinen, 2006).

These definitions can be assigned to two groups. One type of definition focuses on the impairment of the individual, the other addresses the interaction between the individual and the context. The latter definition describes disability as a result from

the lacking fit between the needs of the individual and the resources the context offers. The definitions (1) to (3) represent the first type of definitions, (4) represents the second type, which is instructive for the present dissertation.

3.2 MODELS OF DISABILITIES

May be the most influential way to (1) answer the question 'what is disability?', (2) to clarify the way in which this disability can exert influence on the individuals life, and (3) to determine factors that interact with disability and result in either positive or negative consequences, is to define and study disability in view of the multiple theoretical models that have been developed for these purposes. These models are the Medical model, the Social Model, the Transactional Model and the System Model. The following section outlines these main models of disability. Using these models is, in fact, important as they provide researchers with the basis for the systematic approach needed to understand and study causes and contexts of disabilities, and to generate new testable hypotheses and new research questions in this domain.

3.2.1 MEDICAL (INDIVIDUAL) MODEL OF DISABILITY

The medical or individual model defines disability in terms of pathology and as "*a deficit within the individual that prevents functioning or participation in activities*" (Pledger, 2003: 283). Consistent with the WHO's definition of disability, which focuses on the way in which the individuals' impairment impedes their ability to perform everyday activities and thus increases and locates further negative consequences within the individuals such as maladaptive and negative perceptions (e.g., low self-confidence, and low self-esteem), the medical model's definition is ultimately reducing the origins and sources of disability to individual pathology (Llewellyn & Hogan, 2000).

In view of this model students will be considered as having learning disabilities (LDs.) if they have deficits and impairments (e.g., cognitive deficits, low IQ, being with blindness and low or limited vision, ADHD...etc.) that interfere with and hinder their academic functioning (Dean, Burns, Grialou & Varro, 2006). Research documented that learners with blindness, limited or low vision, and who are partially seeing are experiencing real difficulties when trying to access print and other pictorial materials in school environment due to the deleterious effects that

their severe visual impairment has on the development of reading skills (e.g., reading comprehension, or reading accuracy, or reading speed) (Bateman, 1963; Tobin & Hill, 2012). The main handicapping consequences of blindness and visual impairment are lack of information and reduced speed of accessing and processing information. These defects considered as major problem and explain many of learning disabilities of visually impaired and partially sighted students (Bateman, 1963; Tobin & Hill, 2012).

The medical model suggests that disability and impairment is something which should be treated or managed within the individuals and does not imply any need to change the environment around them (Martin, 2009). More specifically, this model views human being as flexible and alterable and the environment or the society as fixed and unalterable and focuses, thus, primarily on the adaptation of the individuals with disabilities to their environment and surrounding context by largely disregarding societal context and external factors which could affect the individual's ability to function (Pledger, 2003). It is the extent to which the individual may perform which is defined (Graham, 2008) and not how their environment impedes their ability to do so. By this ignorance of factors concerning the environment the individual is interacting within, the medical model also fails to recognize the adaptation of disability over time as such factors change (Bricout et al., 2004).

Briefly, the medical model does not suit the considerations of person-environment interaction as basic factors that actively shape disability.

3.2.2 THE SOCIAL (SOCIETAL) MODEL OF DISABILITY

The social model has been developed from the notion that the medical model definitions are imprecise (Martin, 2009) and from an understanding that "disability must be viewed in a broader context that includes the whole environment" (Pledger, 2003, pp. 283-284). Building on "*the dynamic relationship between an individual's impairment and environmental disablement*" (Llewellyn & Hogan, 2000: 160), this model defines disability from social perspective as the disadvantage and the restriction of activity caused by a society (e.g., educational systems and schools) that does not take into account the individuals with disabilities and thus hinders and

restricts their full participation in- and excludes them from- mainstream social activities. This model, accordingly, confirms that disability is "*socially created*" by shifting the problem away from the individuals with disabilities and locating it to the society and surrounding social context that fails to meet their needs (Graham, 2008, p. 20; Llewellyn & Hogan, 2000).

Unlike the medical model that primarily focuses on the individual's characteristics and deficits (Llewellyn & Hogan, 2000; Martin, 2009; Pledger, 2003), the social model describes disability as being imposed on the individual by society when reasonable and needed changes are not made to accommodate a person's impairment (Graham, 2008).

The social model, furthermore, includes the recognition that disability is a sliding scale (Pledger, 2003). One is not merely 'disabled' or 'not disabled' and one's position between disablement and enablement may change over time and in different environments. However, this has raised concerns about where it is on that scale that a person becomes disabled. Issues have arisen within the social model about how disability can be measured (Pledger, 2003) and this has a decided impact on support and resources available. In this way, impairment and disability are differentiated (Bricout et al., 2004) with disability being the restrictions that society places on an individual due to their impairment. This restriction can be environmental, educational, psychological, political, social or institutional.

Such restriction could exist in educational systems and schools that do not take into account needs of students with disabilities. For instance, school may lack learning aids and materials needed for optimizing the visual environment and for enhancing access to print materials for students with blindness, limited or low vision and who are partially sighted (Tobin & Hill 2012). Poor reading speeds and slowness in decoding texts of these learners who have visual impairments combined with lack of these learning aids impede their easy access to information which in turn influences their ability to deal with the curriculum demands made at school, lowers their sense of self-confidence and their self-esteem, decreases their interest in reading and minimizes their motivation to spend more time on the activity of reading than their fully-sighted peers (Tobin & Hill 2012).

Disadvantages and restrictions that individuals with disabilities suffer from are, further, a result of the negative and maladaptive attitudes of the society. These negative attitudes, indeed, are considered as the most deleterious elements of the restrictive social context that limits the full participation of disabled persons, restricts their access to basic conditions required to achieve and develop their full human potentials (Hannon, 2007), and thus influences negatively their engagement in behaviors related to important life goals in social, educational, and vocational domains and aspirations (Bell, 2012; Leonard, 2008; Zabalocki; 2009). Consistent with this line, Bell (2012) documented that rising in settings and societies that have negative attitudes toward disabled individuals and provide few or too limited opportunities to them has the potential to influence the way in which these individuals feel toward themselves in relation to their disability and do significantly contribute to the development of negative self-perceptions like low self-esteem, low self-efficacy/confidence and low self-determination among disabled youths. These negative self perceptions can, in turn, produce a major impact on the disabled individuals' level of engagement in various activities and tasks including school and career life. In another word, when disabled students hold negative attitudes about the group or population with which they personally identifies (i.e., individuals with disabilities) these negative misconceptions and attitudes will, in turn, shape their aspirations, hopes and expectations (Bell, 2012).

Consistent with this line, Hannon (2007: p. 10) documented in his literature review on attitudes toward disability that

“Attitudes represent relatively stable attributes and, at the same time, they appear to be learned rather than innate. [...] Social learning theory highlights the process of acquisition of knowledge and attitudes from important others, such as parents, teachers, peers, and media figures.” (Hannon, 2007: 10).

Endorsing these learned stereotypical and negative attitudes due to, for example, the lack of sufficient knowledge and understanding of the nature, causes and impacts of these disabilities (Campbell & Barger, 2010) will lead to the generation of negative emotional reactions by typically developed individuals and students (e.g., I would be afraid of a new student with Autism; the new blind classmate scares me; I wouldn't like a handicapped student as much as my other classmates....etc.). This response, in turn, leads to discrimination and exclusion as a behavioral reaction (Corrigan, Larson & Rüsch, 2009). For instance, typically developed school students

may avoid interaction with classmates who have disabilities, exclude and reject them; authorities may express coercion and make important decision concerning multiple major tasks in the life of the children/students who have disabilities due to the belief that they are unable to do such important tasks. Consistently, studies on school-bullying found that school-age children reported that being different by virtue of having disabilities is a typical cause of bullying directed at other students and classmates who have disabilities (Sweeting & West, 2001; Thornberg, 2010).

The impact of public stigma should be, however, differentiated from self-stigma. Consistent with the “modified labeling theory” and the “why try effect”, person with disabilities who internalizes the culturally prevailing stereotypical and negative attitudes that reflect devaluation (i.e., the public does not accept person with disability) and discrimination against disabilities, will experience low self-esteem and lack the sense of self confidence (low self-efficacy) and self-determination (Bell, 2012; Corrigan, Larson & Rüsch, 2009; Thornberg, 2010). Such negative self-perceptions will, in turn, negatively influence the disabled individuals’ pursuits of behavior related to life goals in social, educational, and vocational domains and aspirations (e.g., students with disabilities may prefer loneliness, social isolation, and avoid situation where they feel they are disrespected, devalued, not loved and rejected; they may even not try to finish their schoolwork due to the belief that they are incompetent to do it; they may lose the value to graduate from school and will consequently drop out of it) (Corrigan, Larson, and Rüsch, 2009). Consistent with the labeling theory, labeling students as different by virtue of their disabilities has multiple consequences for their social participation by increasing social rejection and exclusion by others, maximizing further peer abuse, and developing a negative self-image by the victimized students who have disabilities (Thornberg, 2010). Previous studies consistently provided evidence that students with disabilities, including learning disabilities (LDs.) and emotional behavioral disabilities (EBDs), show lower perception of school warmth which refers to the emotional dimension of school engagement than their typically developed classmates (Zablocki, 2009).

Further support can be found in work of social cognition theorists (e.g., Crick & Dodge, 1994) who documented the same impact of negative social experiences (such as exposure to rejection and exclusion) on developing negative internal working models of social integration that guide future behavior (Holtz & Tessman, 2007). For instance, when students with disabilities experience rejection by

classmates, peers and others in school, this negative experience will become part of their self-concept as “disrespected, devalued, dis-loved and rejected“. These rejected children begin accordingly to disengage and withdrawn from these situations and avoid it. Further, isolation and loneliness resulted from rejection manifested in negative attitudes and discrimination toward disabilities will, further, decrease future development of skills needed for accomplishing developmental tasks of school engagement/ completion and career preparation by decreasing opportunities for future observation and modeling and by minimizing the supportive role provided by the peer group.

Noteworthy is that the social model advocates for the idea that appropriate accommodations are needed to allow individuals with disabilities to function should be considered a basic right (Bricout et al., 2004). In the social model, everybody's right to function is equal. Although the social model combines both the micro level of the medical model and the macro-level perspective too, both models fail to recognize the meso-level activities mediating impairments (Bricout et al., 2004).

3.2.3 TRANSACTIONAL (TRANSPERSONAL) MODEL OF DISABILITY

The transactional model of disability places a great emphasis on studying, and understanding the reciprocal and bidirectional interaction between the environment and children with disability. Accordingly, children with disabilities are influencing the environment and the environment, in turn, is influencing them. Specifically, this model views context as *“an interactive structure and the individuals as active synthesisers of information from the environment.”* (Llewellyn & Hogan, 2000: 161)

Reciprocal responses resulted from these interactions between children with disabilities and their caregivers and significant others will, in turn, influence the child's self-representations and their perception of others who are interacting with them either negatively or positively according to the kind of the interaction. Specifically, while the positive interaction leads to the development of positive perceptions and self-representations of the children with disabilities, the negative interaction between these disabled children and the social context can, on contrary, result in the development of negative and maladaptive perceptions, self-

representations and knowledge structure (Llewellyn & Hogan, 2000). These representations will influence future interactions these children have with those who are interacting with them and so on.

This model emphasizes, in this line, the impact of such perceptions and self-representations resulted from these interactions, (e.g., quality of social relationships children with disabilities have with their classmates, teachers and parents, and personal attitudes and expectations that teachers, classmates and parents and the whole society have and express toward these disabled children), on the children's readiness to enter school and on their ability to adjust to the school-life, and thus to accomplish multiple developmental tasks related to school entry, school completion and thus career preparation. Consistent with this line, it has been argued that teachers of students with lower ability may be less motivating and less enthusiastic in their teaching styles. Indeed, such teachers may further hold and frequently express lower expectations of their students which, in turn, may provoke these students to commit school delinquent acts by feelings of incompetence. Further, perceptions that these students with low ability develop as a result of the negative experience in school and differential treatment by teachers that appears to be unfair or discriminatory will, in turn, set the stage for subsequent maladjustment like involvement in school delinquent acts (Jenkins, 1995).

The transactional model of disability considers both the micro and macro levels, as described in the medical and social models respectively, but also accounts for the experiences at the meso-level, where the children and their family are interacting with institutions such as school (Bricout et al., 2004). In this term, this model seeks to perceive how interactions between two or more micro-systems can affect the children's experience of disability and quality of life (Bricout et al., 2004). Experiences at the micro-level, between children and their family (children—parent interaction), can affect their confidence and therefore their experience when entering the other immediate micro system, namely, school environment, teachers (children-teachers interaction) and classmates (children-peers/classmates interaction) (Bricout et al., 2004). If the child has had positive experiences of disability in the micro-level environment, they are likely to have better experiences when interacting at other levels (Odom & Diamond, 1998).

Whilst these micro-level interactions are likely to have the greatest impact on the child's experience of disability, interactions within other spheres are likely to either reinforce or challenge what is experienced at the micro-level (Bricout et al., 2004). The transactional model provides a framework within which one can interpret how interactions on these three levels (i.e., micro- meso, and macro levels) can affect a child's experience of disability and recognizes that experiences within one sphere can have implications on experiences in others (Bricout et al., 2004).

In conclusion, applying this model to disability research is, in fact, effective since it enables researchers to examine the notion that guides social model of disability when confirming the role of both the non-supportive environment/context as well as the negative and maladaptive social relationships in creating, causing as well as sustaining disability (Bricout et al., 2004; Llewellyn & Hogan, 2000).

Consistent with this line, Bricout et al., (2004: 53) underscored the closeness between the transactional model of disability and the social and medical models by maintaining that

"It is complementary to both the medical and social models in as much as psychology and physiology affect behavior, cognition, and emotion, so too does society through the mechanisms of socialization and social cognitions such as stereotypes."

3.2.4 THE SYSTEM MODEL OF DISABILITY

The system model of disability is developed as an attempt to incorporate the medical, social and transactional models into one framework (Bricout et al., 2004). In the search for an ecologically valid model including all of these elements, Bronfenbrenner developed his process-person-context model or ecological model (Bricout et al., 2004).

This model places great importance on the influence of the environment on the development of the children with disabilities and thus focuses primarily on examining the complex inter-relationships or changing interaction between the individual and the environment in which this individual lives and functions on a daily basis including the home, school, community, culture, and so on. In this way, Bronfenbrenner's model puts the disabled individual at the center and moves out from the center to the various systems that shape the individual. These systems are the micro-, meso-, exo-, and macro-system levels (Dean et al., 2006).

The microsystem level constitutes the most immediate level at which an individual with disabilities interacts directly and regularly with multiple microsystems including family, school, and peers/classmates (Bricout et al., 2004; Hong & Espelage, 2012; Lyon, 2007). The dynamics and relationships in these microsystems have a significant impact on the development of children with disabilities. For instance, to learn about how student engagement and/or career preparation develops and/or why both are minimized, it is important to explore their antecedents in school as well as parental context and to consider those important socializers and educators, namely teachers, parents, and peers.

Similarly, measuring factors contributed to problems like bullying behavior at this level requires considering parent-youth relations, inter-parental violence, peer-relations (e.g., quality of relations, peer acceptance, peer support), school connectedness (i.e., sense of belonging), and school environment/context (e.g., school safety) (Hong & Espelage, 2012). The same can be also said concerning career development and engagement in career preparation among students with disabilities.

For example, Pfeiffer and Piquart (2012) noted that high levels of parental advice and teachers support constitute a protective factor that decreases negative influence of low goal engagement with regard to career choice among adolescents with visual impairment and thus decreases discrepancies exist between adolescents with visual impairment and their sighted peers regarding the perceived attainment/progress of developmental task of career choice. In this case, Parents' and teachers' support did serve as sufficient resources to find a future career for adolescents who are visually impaired, as the authors maintained (Pfeiffer & Piquart, 2012).

Moving to the second level of this model, the meso-system consists of factors occurring in other settings in which the student and/or other key participants in the micro-system might participate. As already noted in the transactional model, this level, thus, requires studying and understanding of the inter-relations among the various microsystems, in which the developing person actively participates (Hong & Espelage, 2012; Lyon, 2007; Odom & Diamond, 1998) since experiences occurred in one of these microsystems have the potential to influence the interactions in the another one (Hong & Espelage, 2012). For instance, it has been found that the relations that disabled children have with their teacher are characterized with

higher levels of conflict and dependency and lower levels of closeness (child with disabilities-teacher interaction) (Blacher, Baker & Eisenhower, 2009; Eisenhower, Baker & Blacher, 2007). Such negative interaction with teachers has the potential to influence interaction that students have with their classmates. Consistently, other researchers provided evidence that negative relationship between teacher and students will also influence the relation students with disabilities have with their classmates (child with disabilities-peer/classmates interaction). Specifically, peers' perceptions of teacher-student relations quality and of teacher provision of support to their classmates influence their liking for this child (Hughes, Cavell, & Willson, 2001).

The exo-system refers to the third level of the ecological model. This system includes the societal settings that exert an indirect influence on the individual with disability. In this way individual's development is influenced by events occurring in settings in which the individual is not present. For example, media context is considered as a very important factor within the exo-system level (Hong & Espelage, 2012). Consistently, Hannon (2007) highlighted, in the same aforementioned literature review on attitudes toward disability, the effective role of non-discriminatory media culture in changing negative attitude and so in promoting positive one toward disabilities. However, the role of media, according to Hannon (2007), is larger and more effective especially in the absence of personal experience and personal contact with individuals who have disabilities (Hannon, 2007). Some authors further documented the influence of media in increasing deficits in executive functioning and further maladaptive consequences similar to those that characterize children with ADHD.

Finally, an individual with disability is influenced by the macro-system which includes societal/cultural (and subcultural) norms and beliefs including cultural and societal attitudes towards disability (Bricout et al., 2004), opportunity structures and hazards, which ultimately affect and determine the particular conditions and processes, the social structures and activities that occur in the immediate microsystem level (Hong & Espelage, 2012). Consistent with this line, Pfeiffer and Pinquart (2012) found in their study that levels of goal engagement with regard to developmental task of career choice among students with visual impairments varied as a function of context (e.g., constrained range of feasible career opportunities for

individuals with visual impairment). Findings of the same study further found that vision status has significant effect on peer group integration. Specifically, students with visual impairment showed lower progress than their sighted peers with regard to developmental task of peer group integration. These results further suggest that the effect of goal engagement is varied by context (i.e., barriers with regard to group-related behaviors and activities that provide basis for integration into a peer group like sports team, are higher for students with visual impairments and make pursuing such activities too difficult for these students)(Pfeiffer & Pinguart, 2012). It is, in fact, assumed that the macro-system influences all other levels of the ecological model, and this influence is often indirect.

Bronfenbrenner's model finally assumes that factors occurring at different levels are influencing each other. Such influences could be also reciprocal. Meaning that, this interaction or influence could go from exo-system to microsystemetc. or vice versa (Odom & Diamond, 1998).

4. ADOLESCENTS WITH DISABILITIES HANDLING THE TRANSITION FROM SCHOOL TO WORK

In classifying areas necessary to accomplish the successful transition from school to work and thus to achieve success in adulthood for students with disability in general and for students with autistic spectrum disorder in particular, Hendricks and Wehman (2009: 78), maintained that

"[.] Transition is defined as to include education, employment, community living, and community integration. These areas are crucial for success in adulthood for young people with disabilities "(Hendricks & Wehman, 2009)

In view of Hendricks's and Wehman's statement, school-life and education completion should never be ignored when the research's focus is directed at exploring factors influencing career development/preparation and transition from school to work of school-age adolescent students with disabilities.

Importance of school completion has been also highlighted by other researchers interested in studying transition from school to work among students with disabilities (e.g., Hudson et al., 1988) who maintained that

"Difficulties obtaining work are often attributed to failure to complete high school and inadequate vocational preparation [...] The difficulties encompassed in gaining employment are primary indicators of transition difficulties [...]" (Hudson et al., 1988: 7).

In the following, literature will be reviewed on research addressing how adolescents with various forms of disabilities cope with the transition from school to work. School-engagement, school-completion, and career preparation will be addressed. First, studies will be reported on students with disabilities in general. After that, studies of adolescents with severe learning difficulties due to mental disability will be presented because the empirical work of this dissertation focuses on two adolescents with mental handicap (remark: in the international literature, often, the terms intellectual disability or mental retardation are used).

It is particularly difficult for school-age students with disability to accomplish and to cope with developmental tasks related to school completion and preparation for future career (Hendricks & Wehman, 2009; Ochs & Roessler, 2004; Wehman et al., 2013; Hetherington et al., 2010). Consistently, it has been well documented that students with disability are less successful and are more likely than their typical counterparts without disabilities to fail in making the effective transition from high school to college and career (Ochs & Roessler, 2004) due to the multiple significant obstacles they do face (Hendricks & Wehman, 2009). Research continues to document that young individuals with disability usually lag behind their typically developed peers and classmates in school (e.g., rates for school graduation), post school indicators (e.g., employment rates and postsecondary attendance) achievement indicators, and independent living (Anderson, Christenson & Lehr, 2004; Bell, 2012; Benz, Lindstorm & Yovanoff, 2000; Stout & Christenson, 2009; Ochs & Roessler, 2004; Wehman et al., 2013).

Previous research showed that compared to other disability groups, students with Intellectual Disability (ID) are more likely to be educated in non-inclusive school settings, had *poorer academic outcomes*, had lower levels of participation in postsecondary education programs, express low expectations, are less likely to be employed and when employed they preferred going to supported instead of

competitive employment (as cited by Baer et al., 2011). Consistently, Baer et al., (2011) found that compared to other disability groups (e.g., LD/learning disability; ED/emotional disturbances and OHI/other health impairments) students with intellectual disability (ID) had lower chances to participate in inclusive or mainstream academic classes, had lower levels of participation in postsecondary education programs, and had lower rates of employment (Baer et al., 2011).

With regard to the developmental tasks of *school engagement*, previous literature documented that level of engagement in school is influenced by disability status. Accordingly, school-age students with disabilities as Malmkog & McDonnell, (1999, p. 204) maintained:

"[...] tend to be engaged for less time and at lower levels than children without disabilities [...] spend less time engaged with toys, display lower levels of social mastery, and spend more time passively non-engaged than their nondisabled peers."

Disability status has been also considered as one variable that appear to be associated with engagement in school (McCormick, Noonan & Heck, 1998).

It has been, for instance, found that students with disabilities are more likely to drop out of school and to have much lower school and education completion rates than their general education counterparts (Anderson, Christenson & Lehr, 2004; Stout & Christenson, 2009). Consistently, literature documented, for instance, that students with learning disability (LD) have a lower performance than their peers who are without learning disability in several academic tasks (e.g., math, vocabulary, reading, writing, and pattern recognition). These students also have lower levels of self-concept, expectations, and homework completion (Patrikakou, 1996).

The *emotional dimension of school-engagement* is highly dependent on the integration in the classroom. Previous studies found that students with Down-syndrome have difficulties in achieving the developmental task of *social integration* in the classroom in relation to their classmates who are low-performing and average-performing (e.g., Scheepstra et al., 1999). Accordingly, students with Down-syndrome worked and played significantly less with other students and had less contact with classmates during reading or arithmetic lessons, drawing, singing or crafts and free play. This study further showed that almost half of the Down's-syndrome students were neglected by their classmates (Scheepstra et al., 1999). Even if students with Down syndrome feel integrated into the classroom, they still

suffer from- and struggle with- feelings of loneliness especially due to absence of opportunities to participate in activities outside of the classroom (e.g., Hamill, 2003).

Buckley, Bird, Sacks and Archer (2006) documented that problematic behaviors of teenagers with Down syndrome (DS), who have difficulties in communication and expressive language ability, can be seen as a response to the frustrating interactions and situations these teenagers are exposed to during their daily life. In this way, teenagers who suffer from communication difficulty and disability may use these difficult behaviors as a way to communicate their needs since they lack the language needed to express these needs (Buckley, Bird, Sacks & Archer, 2006).

In fact, being with one or multiple types of disabilities has been considered as a disabling factor that restricts the educational opportunities and career options of students who have disabilities. Talking about learning disabilities, it has been, for instance, documented that being three or more years behind grade level in reading and math constituted one of the student related factors that is negatively correlated with school performance and school completion rates (Benz, Lindstrom & yovanoff, 2000). For this reason, targeting math difficulties (as one type of learning disabilities) and preparing students in math subjects are considered as necessary steps to promote academic success needed to achieve effective transition from school to college and career given that both steps provide students with opportunities to enter a wide variety range of career fields that may not be attainable when such learning and math difficulties are not minimized (Lent, Lopez, Brown & Gore, 1996).

Similarly, possessing reading difficulties/disabilities is hypothesized to disable students from achieving effective transition from school to college and career which by definition obtains school completion and graduation as a basic task. Becoming literate and possessing reading skills are, on the contrary, essential for subsequent knowledge acquisition and can thus broaden the likelihood that students will complete education, graduate from high school, will be employed, and thus will enjoy a successful transition from school to college and career (Snowling & Hulme, 2012). For instance, reading competence can ameliorate mathematical difficulties (MDs), whereas having problems and difficulties in reading on the contrary has been found to lead to increase math difficulties and weakness over time (Jordan, Hanich & Kaplan, 2003). Besides importance of reading ability and skills as a basic mean to

acquire knowledge, focusing on and targeting deficits in reading abilities as one type of learning disabilities is, from the researcher's view, also derived from its high prevalence among a wide range of students with disabilities.

Comorbidity studies and literatures, in turn, reported that learning disabilities (e.g., reading disability and math difficulties) are highly prevalent among students who have attention deficit hyperactivity disorder (Grigorenko, 2012; Taanila et al., 2014; Talero-Gutierrez, Van Meerbeke & Reyes, 2012). Consistently, Grigorenko (2012) found close association between In-attentive symptom dimension of attention deficit hyperactivity disorder (ADHD-I) and specific reading disability (SRD) across middle childhood into early adolescence (Grigorenko, 2012). Poor school performance is furthermore strongly associated with ADHD symptoms (Taanila et al., 2014). Research, consistently, provides evidence that children with the inattentive type of ADHD have a lot of problems in academic achievement, especially in mathematics (Taanila et al., 2014).

More relevant to the career and vocational domain, research also documented that students with disabilities are more likely to be unemployed or underemployed than their counterparts who do not have disabilities (Ochs & Roessler, 2004; Wehman et al., 2013). In accordance with this line, it has been reported that employment rates for sighted high school graduates are nearly twice as high as for graduates with blindness (56% vs. 29%) (Bell, 2012). Other researchers also cited that employment rates for individuals with autistic spectrum disorders, regardless of intellectual disability, range between 4.1 and 11.8 %. Unemployment rate for youth with autism further can range from 50 % to as high as 86% (Wehman et al., 2013). These research reports are, however, a very sad fact as these unemployed and/or underemployed youths have already spent many years of their lives in a specialized education and schooling without any benefit.

Thomson et al., (1995) stated that adolescents with Down-syndrome still suffer from difficulties while making the transition to adulthood as manifested in absence of leisure opportunities, negligible placement in employment, and dependency on parental caregivers in adulthood. Thus, non-supportive contexts that do not provide these individuals with better opportunities to be fully integrated in their social context may increase these difficulties that in turn will result in marginalizing them (Thomson et al., 1995).

Hitchings, Luzzo, Ristow, Horvath, Retish and Tanners (2001) found that just too limited amount of students with learning disabilities (LDs) who participated in their study reported that they were involved and actively engaged in some forms and activities of transition planning. This study, furthermore, found that career development activities of students with learning disabilities (LDs) were also very limited despite having unique career needs. Further, when asked to describe their disability and the possible accommodations that might be necessary for their future job, the responses of students ranged from unclear and vague to clear and concise, partially due to the type of disability. The majority of students with learning disabilities (LDs) had difficulty describing their disability and its influence on their career exploration and planning. Students with learning disabilities (LDs) participated in this study did feel that they would definitely confront difficulty in their future careers (Hitchings, Luzzo, Ristow, Horvath, Retish & Tanners, 2001).

Taanila et al., (2014) found that comorbid ADHDs and SLDs had an effect on adolescents' plans for future education. To illustrate, when the researchers asked adolescents (age: from 15 to 16 years) about their plans for future education, those with comorbid ADHDs and SLDs reported less ambitious educational aspirations than the others who do not have these disorders and disabilities. While adolescents with ADHD and/or SLDs did not report plan to pursue higher level education (i.e., they reported plans that aim for vocational qualification), adolescents without problems reported on the contrary, plans to go to polytechnic, college, or university (Taanila et al., 2014).

Using the modified version of the Developmental tasks Questionnaire (Seife-Krenke et al., 1984) which measures desired and present attainment of developmental tasks, Pfeiffer and Pinquart (2011) examined whether adolescent students with visual impairments have lower levels of aspirations regarding the desired (i.e., successful) attainment of the developmental tasks of making career choice and peer group integration than their sighted counterparts, and whether there are difference between adolescents with visual impairments and their sighted counterparts in attaining developmental tasks with regard to peer group integration and making career choice. Concerning the first goal, results found that students with visual impairments reported higher aspirations regarding career choices than did the sighted adolescent students. Their aspirations regarding peer group integration were, on the contrary, lower than those reported by their sighted peers. Concerning

the second goal, this study found that while students with visual impairments were more advanced than their sighted peers in attaining developmental tasks with regard to making a career choice (i.e., there was no discrepancy between desired and actual state), they were less advanced or successful than their sighted peers in attaining developmental task of peer group integration (Pfeiffer & Piquart, 2011). Pfeiffer and Piquart, (2012) found that vision status had significant effect on goal engagement with regard to developmental task of career choice among adolescent students with and without visual impairments. Accordingly, visually impaired participants in this study reported lower levels of goal engagement of developmental task of career choice (i.e., choosing future occupation) measured using items like *"I make a big effort to attain this goal"* or *"If I'm not progressing, then I ask other people for advice"* p. 912. However, these results and evidences reconfirm what has been already noted about the role of disability as a disabling factor that disables students from accomplishing effective transition from school to college and career.

The impact of disability on the solution of the developmental task of career preparation can be found in social cognitive career theory hypothesis for person inputs. Accordingly, disability status has a basic role in shaping and forming individuals' self-efficacy and outcome expectancies which, subsequently, affect the formation of interests, choice goals, and choice actions including career explorative activities (Lent, Brown & Hacket, 2002). In a study conducted by Ochs and Roessler (2004), special education students who have learning disabilities reported lower levels of Career Decision Making Self-Efficacy (CDMSE) which, in turn, influenced their intentions to engage in career explorative behaviors and activities as measured using career exploratory plans or intentions (CEPI) questionnaire included items like, *"I intend to get all the education I need for my career choice"* (Ochs & Roessler, 2004: 227). Consistent with this, research continues to confirm that lower sense of self confidence (i.e., low self-efficacy) is a basic predictor of withdrawal and disengagement from pursuing behaviors related to achieving basic life goals in social, educational, and vocational domains and aspirations (Watson et al., 2007).

5. INFLUENCE OF THE CONTEXTUAL FACTORS ON SCHOOL ENGAGEMENT AND CAREER PREPARATION IN ADOLESCENCE

Focusing on factors that promote versus hinder the accomplishment of the developmental tasks of school-engagement and career preparation is consistent with Erikson's notion which proposes that on every developmental stage the individuals' decision to either engage and solve the "normative psychosocial developmental crisis", or to retard and disengage from solving it is dependent on the presence or absence of the personal/internal as well as the contextual/external resources that ease the accomplishment of the developmental tasks (Cicchetti, 1993; Erikson, 1968; Havinghurst, 1948, 1972; Stringer, Kerpelman & Skorikov, 2012). First, studies about influence of the contextual factors on the adolescents' transition from school to work in general will be reported. Second, studies, particularly, addressing the students with disabilities will be presented.

The social context plays a crucial role in understanding individual variation in solving multiple tasks related to school engagement and career preparation. In this term, negative and unsupportive social context has, for instance, the potential to hinder the accomplishment of the developmental task of school engagement by increasing a lot of adjustment difficulties and problematic behaviors including, for instance, school avoidance, school refusal behavior (Melvin & Tonge, 2012; Kearney, 2008; Sturge-Apple et al., 2008; Taylor & Adelman, 1990), internalizing (i.e., depression, anxiety, social withdrawal and isolation, and somatic problems), and externalizing behaviors (aggression, disruptive behaviors, school delinquency and attention deficit hyperactivity disorder (ADHD)).

Considering the developmental task of career preparation, the importance of supportive vs. unsupportive context has been also greatly underscored by multiple theoretical perspectives and researchers' work. One of these theories is, for instance, the social cognitive career theory (SCCT). This theory hypothesizes that unsupportive context or lack of support in the contextual level can negatively influence students' ability to "*translate career interests into goals and actions*" (Methney, McWhirter & O'Neil, 2008: p. 219) by impeding their career self-efficacy and vocational outcome expectations. Presence of support, on the contrary, has the potential to maximize or promote levels of efficacy and outcomes expectations. In this term, the authors further maintained that "*the impact of social support on career*

development may mediate the negative effects of perceived and encountered barriers.” (Methney, McWhirter & O’Neil, 2008: p. 219)

Consistent with this line and in a view of social cognitive career theory, Rogers, Creed and Geldon (2008) found that perceived social support from the social context contributes to career choice and readiness actions of planning and exploration. More specifically, students who reported higher levels of perceived career support and influences for aspects of career development that entails school performance, university plans and career plans from parents, teachers, friends and the social environment (*e.g., “measures included items like: My parents are interested in my career plans; My friends encourage me to do my best in school, My teachers are interested in me, not just in how I do in school”*) (P. 9), reported similarly more career planning and exploration. These findings lend support to the direct role of perceived social support in career readiness actions during time of transition from school to college and career (Rogers, Creed & Geldon, 2008). Hirschi, Niles and Akos (2010) found that social support significantly predicted more active engagement behavior, defined in terms of exploration and planning for career decision making, among Swiss adolescents. Active engagement, in turn, positively associated with adolescent career decidedness.

IMPACT OF CONTEXT AND STUDENTS WITH DISABILITIES

A previous study conducted by Hudson et al., 1988 lent support to the role of context in promoting effective transition from school to work among students with disabilities.

Consistently, Hudson, Schwartz, Sealander, Campbell and Hensel, (1988) found that a network of support provided at school and at home is among the most important factors that contribute to the successful transition from school to work among students with handicaps who were successfully employed. In this term, the authors reported that nearly all subjects participated in their study (94%) stated that support they received from school programs, family and friends plays a substantial role in the completion of their education. Specifically, this study found that familial support was perceived as a personal resource for successful transition by 90% of the participants. Familial support in this line has been considered as a basic source to promote sense of competence and wellbeing of students with handicaps. Talking

about support in the school-level, findings of this study found that school curriculum that prepares academic skills (in reading and math), job and social skills of students with handicaps has been reported by the subjects as essential contributor to employability. For instance, subjects stated the necessity of basic skills in math and reading to job success since the majority of them used these skills in their current job placements. This study further found that most of the handicapped students who made successful transition from school to work had also work experiences during high school. This work experience has been considered by the participants as an important strategy in successful employment and should therefore be structured into students' schedules. The students further affirmed importance of providing vocational training and exposing students to various job opportunities (Hudson et al., 1988).

5.1 INFLUENCE OF PARENTAL CONTEXT

There is agreement among psychologists, sociologists, educationists and general public that familial context and more specifically parental context is very important and could play a significant role in production or prevention of several negative outcomes may occur in the life of their children (e.g., Cummings & Davies, 1994, 1996; Davies et al., 2002; Hill & Tyson, 2009, Davies, Winter & Cicchetti, 2006; Mohammadi et al., 2012; Raftery, Grolnick & Flamm, 2012). The following chapters will review some previous studies and literature that addressed the positive and negative impact of parental context on the developmental tasks of school engagement and career preparation of students with and without disabilities.

5.1.1 PARENTS' IMPACT ON SCHOOL-ENGAGEMENT

It has been argued that negative parental social context characterized with increased inter-parental and marital conflict (Cummings & Davies, 1994, 1996; Davies et al., 2002; Davies, Winter & Cicchetti, 2006), negative family characteristics, low family cohesion, ineffective socialization patterns, ineffective parenting style (e.g., Hinshaw, 2002; Holmbeck et al., 2002; Lowinger & Kwok, 2001; Mofrad, Abdullah, Abu Samah, Mansor, & Baba, 2009; Saavedra & Silverman, 2003; Thurber & Sigman, 1998), and negative child rearing practice (e.g., Stormshak, et al., 2000), can negatively influence children's and adolescents' developmental outcomes, has a

substantial role in increasing their adjustment difficulties including internalizing (depression, anxiety, social withdrawal and isolation, and somatic problems), and externalizing (Aggression, disruptive behaviors, school delinquency and attention deficit hyperactivity disorder (ADHD)), and thus, can limit their skills and substantial resources needed to cope with developmental tasks related to school completion and preparation for future career.

A substantial body of research documented that exposure to high levels of destructive and ill-managed inter-parental conflict has the potential to increase the child's vulnerability to a wide array of psychological and social problems (e.g., poor peer relations) (Bascoe et al., 2009), school adjustment and academic difficulties (Bascoe et al., 2009; Cummings & Davies, 1996; Davies et al., 2008; El-Sheikh et al., 2007), which, in turn, can have significant influence on children's and adolescents' capacity to resolve, cope with and accomplish their central developmental tasks of school completion. For instance, frequent and ill-resolved inter-parental and marital conflict has been documented as a primary factor that leads to children's separation anxiety and school avoidance (i.e. low level of school engagement).

Similarly, parental conflict has been, also, considered as a significant predictor of children's and adolescents' sleep deprivation (El-Sheikh, 2011; Gregory et al., 2006; Kelly, 2012; Kelly & El-Sheikh, 2011) which has been linked to a variety of negative outcomes such as poor academic performance, school failures, externalizing and internalizing behaviors, attention difficulties (Davies et al., 2008; Kelly, 2012), and deficits in cognitive functioning. For example, insufficient sleep can result in weakness in executive functions which lead to severe negative consequences that delinquent behavior is also one of them (Clinkinbeard et al., 2010; El-Sheikh, 2011; Rhoades et al., 2012). Conflicts between parents may also affect their "parenting behaviors" negatively perhaps through increasing the use of inconsistent, coercive or harsh disciplinary strategies (Davies et al., 2002; Cox, Paley & Harter, 2001). Such non-supportive parental contexts that do not respond to the child's need can, in turn, influence the children and adolescents deleteriously, as has been previously illustrated.

Davies, Winter & Cicchetti, (2006) proposed that marital and inter-parental conflict constitutes one of the contextual restriction and disabling mechanisms that have significant influence on children's and adolescents' capacity to resolve, negotiate,

and accomplish their central developmental tasks, by reducing children's and adolescents' personal resources, skills and capacities needed for dealing with salient tasks associated with school, and then increasing their adjustment difficulties. More specifically, the authors proposed that the linkage between emotional insecurity, resulted from exposure to inter-parental and marital conflict, and children's adjustment problems is partially "mediated" by difficulties in resolving stage-salient tasks (Davies, Winter & Cicchetti, 2006).

However, studying social contexts will be incomplete when it is solely focusing on their negative features without exploring and studying their positive features that will, on the contrary, increase and foster students' engagement in solving and thus accomplishing the developmental tasks of school completion, career preparation and successful school to work transition.

Raftery, Grolnick and Flamm (2012) proposed that a positive and supportive parental context that satisfies children's psychological needs of relatedness, autonomy and competence can increase and promote levels of motivation and school engagement of their children. In this term, parental context is considered to satisfy children's need of relatedness when this context is characterized with high levels of involvement. There are two models explaining effects of parental involvement on children school engagement. The first and direct effect model assumes that parental involvement in children's schooling helps children by teaching them the academic skills needed to success and do well in school (e.g., parents can develop and foster children's math and reading skills through their interactions with them, especially at home). The second and indirect effect or motivational model of parental involvement suggests that parental involvement facilitates the motivational resources of their children which, in turn, increase children's engagement in school. In this way, when parents place high importance on school by discussing school with students, visiting school of their children, and relating school topics and subjects with outside activities, their children will, in turn, value school and develop the sense of competence that will enable them to invest greater effort in learning activities. Previous research also cited further forms of parental involvement. For instance, some researchers (e.g., McWyne, Hampton, Fantuzzo, Cohen and Sekino, 2004) suggested that parental involvement can include (1) supportive home learning involvement, (2) direct involvement, and (3) inhibited involvement. Others (e.g., Hill & Tyson, 2009) also suggested that there are three

types of parental involvement that are (1) school-based involvement strategies, (2) home-based strategies, and (3), academic socialization. One important dimension included in the later classification of types of parental involvement is academic socialization which contains activities like communicating expectations for the value of education, relating schoolwork to current events, and strengthening children's education and occupational aspirations (Hill & Tyson, 2009). Parents' educational aspirations for their children and school-based involvement have been also found to have strong effects on academic self-efficacy, school engagement, and intrinsic motivation (Raftery, Grolnick & Flamm, 2012). Further, children who enjoyed positive parenting characterized with warmth and high levels of involvement did not exhibit internalizing behavior problems (Stormshak, et al., 2000) which, as noted earlier, can interfere with the students' capacity to engage and accomplish developmental tasks of school completion and career preparation.

Jenkins (1995) examined the influence of parental involvement on school commitment, which, in turn, affects the extent of students' participation in school delinquency including school crime, school misconduct, and school nonattendance among a sample of 754 middle school students in Grades 7 and 8. Findings indicated that students whose parents were highly involved in schooling, (i.e., 1. parents' encouragement and reinforcement of their children to increase awareness of their expectations of academic progress, 2. maintaining contact with teachers, 3. attending school activities in which their children participate, and 4. encouragement of behavior appropriate in an educational setting), have a stronger commitment to school and were less involved in school delinquency (Jenkins, 1995).

Considering the psychological need of autonomy, literature has documented that a controlling parental context that hinders children's autonomy, (i.e., causes the children to feel coerced and externally regulated by pressuring them toward particular ends, denying them a chance to solve problems for themselves and ignoring their points of view), can deleteriously influence the children's engagement in learning, increase internalizing and externalizing problems and engagement in risky social and health related behaviors, whereas positive parental context that is meeting the psychological need of autonomy (i.e., encouraging autonomous problem solving, and decision-making in their children, and by taking children's perspectives and point of view) is, on the contrary, hypothesized to increase students' levels of engagement in school activities and thus to maximize their capacity to accomplish

developmental tasks related to school engagement and school completion (Raftery, Grolnick, & Flamm, 2012).

The psychological need of competence is met when parental contexts have the potential to provide structure by providing clear expectations, rules, feedback and consequences of actions. When contexts are structured, children are expected to *"feel more in control of their successes and failure"* (p. 352) or to have a greater sense of perceived control. However, this type of positive parental context contradicts with chaotic social context characterized with low level of structure that is expected to decrease feeling of competence and ability to make outcomes happen, minimize perceived control and thus undermine effective engagement of children who are living in such unstructured contexts (Raftery, Grolnick, & Flamm, 2012).

In view of Hill et al's., (2004) definition of parental involvement that refers to parental interactions with school and with their children to enhance school and scholastic success, Hill and Tyson (2009) conducted a meta-analysis of the literature published between 1985 and 2006 to examine the relationship between parental involvement and academic achievement of middle school students. Three dimensions of parental involvement have been considered in this study (i.e., home-based involvement, school-based involvement, and academic socialization). Parents are considered to show high levels of home-based involvement when they apply strategies like engaging in school work (e.g., homework assistance/supervising and checking homework), taking children to events and places that enhance academic and educational success (i.e., museums, libraries, etc.), and creating a learning environment at home (e.g., increase accessibility to educational materials and making such materials including books, newspaper and educational games more available). Strategies reflecting parents' school-based involvement are those strategies that include visiting school context, and attending school and volunteering at school. Parental involvement that is characterized with academic involvement includes communicating parental expectations for education and its importance and utility, linking school-work to current events, enhancing educational and occupational aspirations, discussing learning strategies with children, preparing children for the future and making plans pertain to their future. Across 50 studies, findings of this meta-analysis showed that parental involvement, as an independent variable, is positively associated with academic achievement of their children during middle school years. However, while school based-involvement strategies and

academic socialization dimensions of parental involvement were positively and significantly correlated with academic achievement of middle school students, home-based involvement was, on the contrary, weakly associated with children's academic outcomes than the other types of involvement.

Parental involvement characterized with academic socialization is the most developmentally appropriate strategies can be used by parents when their children enter the age-period of early adolescence and middle school since these strategies provide greater autonomy to the child, focus basically on future plans, increase relevance between school and future aspirations and provide children with means needed to make, albeit partially, an autonomous decisions about the academic as well as occupational pursuits. Additionally, given that students during middle school years have greater number of teachers, parental involvement characterized with academic socialization does emerge, consequently, as the most suitable type, than other types of involvement, to middle school context since strategies entailed in this type are indirect and do not need direct contact or deep relations between parents and teachers (Hill & Tyson, 2009).

The great number of teachers that students have during middle school period constitutes an important reason that explains why school-based involvement is less associated with academic achievement since parents in this case need to spend longer time at school to build relations with each teacher and to visit each classroom. Final explanation provided by the authors concerning these results stated that when students enter the adolescence period, levels of independence, sense of efficacy, autonomy, and problem-solving skills increase and thus the importance they place on receiving higher levels of parental trust (i.e., that the adolescents have the potential to manage their school life, duties and tasks) is also higher than the importance they place on receiving and/or waiting for visits from their parents.

Because previous research stated that home-based involvement has positive relation with students' achievement and scholastic outcomes, the authors tried therefore to identify which types of home-based involvement were positively associated with achievement and whether some types of involvement had a negative relation. Results showed that helping in homework had the stronger negative relation with academic outcomes of middle school students. The authors interpreted

these results in a view of the perspective that supports importance of autonomy as one basic and salient developmental task during early adolescence. To put it in another word, Hill and Tayson (2009) maintained that this negative association is a result of (1) parental interference with their children's autonomy and (2) of the excessive level of parental pressure during early adolescence. Further, it could also result from the different ways that parents and schools use when presenting the learning material to the students. However, while help with homework was negatively related to achievement or was associated with lower levels of performance, other strategies of parental involvement at home like providing educationally enriching activities, making books and other educational materials available, and taking children to museums, libraries and zoo were significantly and positively related to achievement.

Hill et al., (2004) conducted a longitudinal study across middle and high school years (from 6th to 11th Grades) to examine whether parent academic involvement as reported by 7th graders is associated with adolescents career and educational aspirations as reported by 11th graders and whether this association can be explained by relations to students' school behavioral problems and their academic achievement. Findings revealed that parent academic involvement as reported by 7th grade adolescents (e.g., parents' involvement in educational activities at home and with course selection, awareness of academic progress in school, and their relations with teachers) is directly and indirectly associated with adolescents' educational aspirations (i.e., chances of graduating from high school and going to college as reported by adolescents) and occupational aspirations (i.e., the occupation these adolescents wish to have when they grew up) in the 11th grade. Direct association between parental involvement in school and levels of educational and occupational aspiration in their children does suggest that parental involvement has the potential to improve adolescents' aspiration without improving school behavior and achievement which also constitute necessary prerequisites to reach the educational and occupational aspirations.

The meta-analysis of 41 studies conducted by Jeynes (2005) on the association between parental involvement and children's academic achievement during elementary school showed similar results as reported above. Specifically, this meta-analysis studied association between further components of parental involvement (e.g., Parental expectations; Parental style; level of communication between parents

and children; parental involvement in children's homework; parental involvement in reading to their children) and children academic outcomes. However, although various specific components of parental involvement were not correlated with school outcomes as strongly as parental involvement as a whole, nearly all of these individual components of parental involvement were positively and significantly related to elementary school students' educational outcomes. These results highlight the important impact that parental involvement could exert on the children's school success. The finding pertained to the aspects of parental involvement that help those students showed that parental expectations (i.e., the extent to which parents hold high expectations of their children's achievement) and parental style (i.e., whether parents are supportive, helpful, loving, trust, approachable), that reflect subtle aspects of parental support, had a strong relationship with scholastic outcomes of their children. Other elements of parental involvement such as attending school and checking children's homework before handing it to their teacher in school, on the contrary, did not have the same influence on children's scholastic and school outcomes (Jeynes, 2005).

Krik, Lewis-Moss, and Nilsen & Colvin (2011) stressed parental influences on adolescent educational aspirations and found that to some degree parents play a substantial role in shaping educational aspirations of their children. Findings of this study showed that parental expectations, measured using questions like *"what is the highest level of education you expect your child to receive?"* (P. 93), are related to adolescent aspirations as measured using questions like *'What is the highest level of education you expect to obtain?; How important to your future is getting an education beyond high school?; Do you think you will continue your education after high school (that is go to college, attend trade school, etc.)'* (P. 93). Specifically, parents' high expectations for their children did predict a significant variance in educational aspirations of their children. However, this study further confirmed that parental expectation may be also influenced by level of aspiration, academic achievement and educational performance of their children. Reciprocal interaction consequently does exist. This study also revealed significant difference between high expectation and low expectation of parents on their perception of their children's grades (e.g., what type of grades does your child usually receive?) and the estimation of GPAs. Adolescents whose parents had high expectations did indeed have higher estimated GPAs. Meaning that, parental expectations are highly influenced by the academic

performance of their children. An important objective of this study also focused on studying whether there are differences between adolescents whose parents have high expectations and their counterparts whose parents have low expectation for them on academic self-perception (*e.g., What type of student do you consider yourself to be? Excellent, Good, Fair, Poor*), grade point average (GPA) and perceived parental support (*e.g., Do your parent(s) usually help you with your homework? Do your parent(s) give you information about your options for continuing your education after high school?*) (P. 93). Findings showed that adolescents whose parents had high educational expectations for them and who expected that their adolescents will enter college differed from students whose parents had lower expectations and thus had higher GPAs, academic self-perception and perception of parental support.

Jacob (2010) found that high parental aspirations and expectations for their children's educational attainment do positively and significantly impact student academic achievement. Parental expectations and aspirations also predicted students' expectations and aspirations, which, in turn, were related to achievement and actual educational attainment. Parents who reported to have the highest educational expectations, goals and aspirations for their children (i.e., those parents who have a great hope that their children will continue their education after high school and who believe that continuing education and attending college is a realistic goal) and who highly value education (i.e., who believe that college and education is important to the future of their children) reported higher levels of parental involvement in a number of college preparatory activities and actions needed to prepare their children for educational attainment and college. Such actions could include assisting and helping children with academic tasks, encouraging children to research colleges and universities, communicating their expectations to their children and telling them that they expect them to continue their education and enter college, and helping them to plan how they will get into college).

Students' academic achievement was significantly associated with parental educational expectations and valuing of education. Meaning that parents of students who are high achiever (i.e., who receive higher grades) reported higher levels of Expectations and Valuing of Education. Students' academic achievement did also significantly influence parental involvement in college preparatory actions. Accordingly, when children are high achievers, parents were more likely to exhibit

higher levels of engagement and involvement in activities needed to prepare for educational attainment than when children were low achievers.

Concerning influence of students' academic performance, as one demographic variable, it has been found that parents of children who are successful and high achiever hold higher expectations and aspirations for them and reported higher levels of involvement in activities needed to prepare their children for higher education (e.g., encouraging the child to research colleges, helping the child choose courses that will prepare them for college, etc.) than parents of children with lower academic achievement or children who are low achievers. Parents whose children had higher grades also had significantly higher knowledge of what tests and courses their children needed to take. On the contrary, parents who had low-achieving children reported less knowledge regarding tests and courses necessary for college eligibility compared to parents of high-achievers. It is possible that the parents of low-achieving students do not feel college is a likely option, and thus feel the need to do less to prepare for that possibility.

This study examined whether parental college knowledge differs as a function of level of expectations they have for their children. Accordingly, it has been hypothesized that parents with low expectations will seek out less college information and will have low college knowledge than their counterparts who have higher expectations. Results revealed that even after controlling for education and student achievement, parents with high expectations did not significantly differ from parents with low expectations on any of the five college knowledge questions including their knowledge of college preparatory tests and coursework, or college applications. Parental expectations and aspirations and the value they place on education were highly correlated with parental involvement in preparatory actions and activities related to educational attainment and college entry. These results explain the moderate and strong relation between parental beliefs and actions (Jacob, 2010).

5.1.2 PARENTS' IMPACT ON SCHOOL ENGAGEMENT OF SCHOOLAGE STUDENTS WITH DISABILITIES

The above studies stress the great importance of parental involvement on students' school-engagement. Previous research also shows the strong impact of parental involvement on their disabled children. Patrikakaou (1996: 435) consistently, maintained that “[...] *Parental involvement assumes an even more important role when dealing with students with disabilities [...]*”.

However, it is reasonable to expect that school-age children and adolescents with disabilities are more likely to experience negative experiences in parental contexts than typically developed children and adolescents since rearing such children is not a simple task for their parents. For instance, previous studies cited that Parents of adolescents with learning disability (LD) reported less interest in students' academic and social lives (Patrikakou, 1996).

Building on a multifaceted definition of parental involvement, Patrikakou (1996) studied the influence of three forms of parental behaviors (i.e., direct parental involvement (e.g., helping child with homework), parental communication (e.g., discussing educational plans after high school with their children), and parental expectations) on the academic life and growth of the 8th graders with and without learning disabilities (LDs.). In general, results revealed that high parental expectations have the potential to promote academic expectations and academic achievement and growth of students with and without disabilities. More specifically, this study found that parents who hold high expectations for their children with and without learning disabilities (LDs.) have significant, positive and indirect influence on the academic achievement of their children by influencing their perceptions (i.e., perceptions of students with and without disabilities) of these expectations. Students' perception of parental expectations has significant indirect effect on academic achievement. According to the author, besides holding high expectations for their children with and without disabilities, parents have to communicate their high expectations in an effective manner that is far from using coercive strategies. Using such effective strategies has the potential to impact the students' perception of these expectations and thus their academic achievement. Important to note that students' perception of parental communication has been measured in this study using questions focusing on who makes decisions on what classes students with and

without disabilities take in school, and on frequency of discussing school grades with either or both of the parents. Parental high expectation had further a direct effect on academic expectations of students with and without learning disabilities which, in turn, were very important for students' academic achievement. The author further maintained that the influence of students' expectations extends to influence future career choice of students with and without disabilities. Further holding high expectations has been found to promote success among students with learning disabilities despite the adverse circumstances (i.e., being with disability) (Patrikakou, 1996).

Holmbeck et al., (2002) pointed to a specific pattern of parental behavior in families with handicapped children: parental overprotectiveness.

Parental overprotectiveness was defined by four dimensions: (1) parental prevention of independent behavior in the child, (2) excessive physical contact with the child, (3) infantilization, and (4) excessive parental control (i.e., intrusiveness). The authors argued that such type of parental overprotective behavior is more likely to develop in families of children with chronic illness and disabilities where high level of protection is adaptive and required. It is, accordingly, reasonable to hypothesize that these types of students are more likely to experience greater difficulties when confronting developmental tasks related to preparation for an adult career due to ineffective socialization characterized with overprotection and restriction which hypothesized to increase adjustment difficulties in the overprotected adolescents.

According to Holmbeck et al., 2002: 98 “[...] if decision making responsibilities fail to shift from parent to child and a parent is extremely overinvolved, demanding, and coercive, the child is likely to become resistant, defiant, and noncompliant or, alternatively, depressed and withdrawn.”

In this view, parental overprotection has been found to share psychological control in some attributes such as parental intrusiveness. Intrusive parents are those type of parents who have little regard of their children and adolescents behavioral autonomy (i.e., hinder the children's ability to make their own decisions). Attempting to support this contention, Holmbeck et al., 2002 conducted a study to examine the association between parental overprotection and psychosocial adjustment difficulties and whether this association is mediated by behavioral autonomy among a sample among in 68 families with 8 and 9-year-old

preadolescents with disabilities and other sample of 68 families with able-bodied children. Besides using numerous questionnaires and observational measures of parental overprotection, there were two measures to assess behavioral autonomy. The first one was Decision Making Questionnaire which measures parents' and children's perceptions of who makes decision in the family, and the second one was Willingness to Grant Autonomy Scale used to measure parents' attitudes regarding their willingness to grant autonomy to their children in the future. Psychosocial adjustment difficulties were measured using (a) parent-teacher reports of children's internalizing and externalizing behaviors, (b) children report of their depressive symptoms, and (c) child, parents, and teachers reports of further three indicators of child's adjustment (i.e., social acceptance behavioral conduct, and global self-worth).

Findings lend support to the suggested mediational model of parental protectiveness, behavioral autonomy, and psychosocial adjustment. More specifically, there was a negative and significant association between parental overprotection in families with children with chronic illness and disabilities who have lower levels of cognitive ability and behavioral autonomy (i.e., decision making autonomy and willingness to grant autonomy in the future) which, in turn, was related to externalizing symptoms and less appropriate behavioral conduct in adolescents with disabilities. Despite the significant association between overprotectiveness and depressive symptoms as reported by the children, behavioral autonomy does not mediate the association between the both variables. Meaning that, when achieving individual autonomy is prevented, externalizing rather than internalizing behavioral problems are more likely to be exhibited by overprotected children with disabilities since achieving autonomy is highly salient among this sample, as the authors noted. In general, the authors suggested that such parents are more likely to exhibit this maladaptive type of parenting (i.e., overprotection and limiting autonomy) due to the "*perception*" that their children are more vulnerable to negative outcomes as a result of their disabilities, and that they lack the responsibility for the management of their disability and their other daily activities (Holmbeck et al., 2002). In accordance with this notion, research reported that nearly two third of students with learning disabilities (LDs) relied on their parents to communicate their needs to teachers which may also reflect high levels of dependency on parents rather than being assertive, self-advocate and effective in communicating their needs with others in extra-familial context and

situations (Milson & Glanville, 2010). Literature on career development of student with disabilities also cited that parental overprotection may cause child with a severe disability to develop negative attitudes toward disability and thus to believe that individuals with disabilities are different, inferior, physically and psychologically dependent (Palmer, 1980).

Parents of school-age children and adolescent students with disabilities are also more likely to experience greater levels of inter-parental and marital conflict than parents of typically developed students. It is also reasonable to conclude that students with disabilities are more likely to suffer from a great amount of deleterious outcomes resulting from exposure to inter-parental and marital conflict, as reviewed earlier in this document, which in turn have the potential to increase multiple types of adjustment difficulties and to let the disabled students with too limited resource needed to engage in and solving developmental tasks of school engagement, education completion, and career preparation.

However, while negative parental context does increase difficulties, positive parental context characterized with high levels of involvement, autonomy support and structure will exert positive impact and thus foster and increase competencies and proficiencies students who have disabilities need in their school-life.

5.1.3 PARENTS' IMPACT ON CAREER PREPARATION

Researchers in sociology, demography, child development and career education, agree that

"[...] parents influence the value systems of their children, including their work values, more than educators do; and 2. Children talk with their parents about career choices more frequently than they discuss this with their teachers and counselors." (Izzo, 1987: p. 47)

Empirical evidence has indicated that not all students show and engage in career exploration to the same degree and that exploration does vary as a function of context in which school-age students are growing up. For instance, school-age students who grow in parental context characterized with secure attachment to their parents were more effective in resolving and coping with developmental tasks by, for instance, exhibiting greater tendencies to explore educational and vocational environment (Felsman & Blustein, 1999; Hirschi, Niles & Akos, 2010).

In this line, Kracke (1997) conducted a study among German sample of 230 9th-grade students in German middle track schools to examine the influence of parental education and behaviors on adolescents' career exploration which constitutes a needed step to resolve major developmental tasks of career preparation and transition from school to career life. Results revealed that authoritative parental behaviors characterized with high support and concern with promoting career exploration related significantly to more intense and active career exploration by their children. This relationship between parental behavior and adolescents' career exploration was, however, independent of parental education background and adolescents gender. In another study, Kracke (2002) additionally documented that parental behaviors can serve as a predictor of adolescents' occupational exploration. The perceived quality of family relationships (i.e., degree to which family members are encouraged to express feelings and problems) had a small, yet significant role in predicting career planning attitudes (i.e., the degree of engagement in career planning activities) of high school students (8th to 12th Grades). Consistently, Noack, Kracke, Gniewosz and Dietrich (2010) found that positive parenting (i.e., warm and supportive parental behavior) serves as a predictor of occupational exploration of their children. Accordingly, adolescents, who perceived their parental child rearing positively, reported high levels of career exploration including internal and external career exploratory activities (Noack, Kracke, Gniewosz & Dietrich, 2010).

Kracke and Dietrich (2009) conducted a study to examine the extent to which three facets of parental career related behavior (PCB) (i.e., support, interference, lack of engagement) associate with two aspects of adolescents' career development (i.e., career exploration and career decision making difficulties). Findings revealed that parental career-related support as perceived by their adolescent children is positively associated with adolescents' engagement in career explorative activities and behaviors. Meaning that, adolescents, who reported high levels of perceived parental support concerning preparation of career choice, reported high levels of engagement in career exploration activities. Perceived parental career related support, on the other hand, did not associate with adolescents' career decision making difficulties. Parental support, further, did moderate the relationship between parental interference and adolescents' career decision making difficulties. Concerning the other dimensions of parental career related behavior (parental lack of engagement), this study found that while parental lack of engagement in

preparation of career choice does not associate positively with adolescents' career explorative activities, perceiving parents as lacking engagement in preparation for career choice was positively associated with adolescents' career decision making difficulties. Accordingly, adolescents, who perceived their parents as highly lack engagement in career preparation, reported on the other hand low levels of career explorative behaviors or activities and high levels of decision making difficulties. Dietrich and Kracke (2009), further, did not found positive association between perceived parental interference and adolescents' career explorative activities. Accordingly, low levels of parental interference concerning preparation of career choice predicted lower levels of adolescents' career exploration activities. However, parental interference concerning preparation of career choice was positively associated with adolescents' career decision making difficulties and thus emerged as the only significant predictor of decision making difficulties. This study further found that parental interference and parental lack of engagement did moderate the relationship between perceived parental support concerning adolescents' preparation for career choice and adolescents' career exploration (Dietrich & Kracke, 2009).

In further study on adolescents' and parents' career-related behaviors, Dietrich, Kracke, Noack and Diener (2010) studied the extent to which subjective confidence beliefs predict adolescents' and parents' career related behaviors (i.e., higher levels of exploration in youths and lower levels of interference in parents) among a sample of school-age adolescents in 10th and 12th grade. It has been found that adolescents who perceived their parents to be confident of their ability to manage the upcoming transition effectively and successfully (e.g., *"My mother/father is confident that I will cope with the entry into university or vocational training; My mother is confident that I will choose a career which suits me well"* (p. 121) showed higher engagement in in-depth exploration of the inner and outer world (i.e., self- vs. environmental-exploration). These results come in line with those conducted in academic achievement area when reconfirming the influence of positive parental perception on their children's exploratory actions and activities. This study further found that mothers' negative perceptions and beliefs about their child's ability to manage the transition were associated to greater levels of parental interference. Another objective of this study was to examine association between parental career involvement and adolescents' career exploration. There was significant association

between adolescent career exploration and parental career related behaviors. Specifically, when adolescents showed greater career exploration, their parents showed greater career support. This study further uncovered a reciprocal relationship between parental career related behavior (i.e., parent career support) and level of engagement in career explorative activities and action. Consequently, parental support has the potential to increase engagement in career exploration in their children, which in turn, elicit greater support from their parents and so on (Dietrich, Kracke, Noack, & Diener, 2010).

Dietrich and Kracke (2011) found positive relationship between parental support and both in-breadth and in-depth career exploration of adolescent students. The results further revealed positive associations between career goal importance (i.e., the extent to which adolescents rate transition-related goals listed by them, including for instance goals related to exploratory activities and starting in their studies and/or vocational training, as important) and mothers' confidence in transition management, and between in breadth exploration and parental support (Dietrich & Kracke, 2011).

In their longitudinal study Dietrich and Salmela-Aro (2013) founded that perceived career parental involvement (i.e., lack of engagement and parental career support) and parental warmth were associated with career goal-related stress. To illustrate, while adolescents who perceive their parents as highly involved may perceive career goal pursuit less stressful and pressured, adolescent students who reported lower levels of parental warmth (i.e., the extent to which parents express and show their love to their children) and higher levels of lack of parental engagement (e.g., *"My parents are often too busy to find out about my affairs"*) (P. 11) reported higher levels of controlled motivation (i.e., when adolescents have been asked about the reason behind their attempts to fulfill their career related goals their answer was *"[...]because someone else wants it or the situations requires it"*) (P. 10). Higher levels of controlled motivation for pursuing career goals in turn predicted higher levels of goal stress (i.e., the extent to which adolescents appraise pursuing career related goal as stressful and pressured). Consistent with proposition of Self Determination Theory (Deci & Ryan, 1985; 2000), the results of this study revealed associations between adolescents' pursuit of career related goals and perceived parental career involvement and warmth. Specifically, when levels of parental support and parental warmth were higher, and when parental lack of engagement was low, the

autonomous goal motivation becomes higher (i.e., adolescents appraised career related goals as highly important) and the controlled goal motivation becomes lower. Further, when parents were less structured during the post school transition, adolescents were more likely to pursue their career related personal goals for controlled reasons, because they think the situation needs goal engagement or in order to avoid distress or anxiety. In a view of the same theoretical perspective of SDT, findings of this study indicated that controlled motivation leads to higher career goal related stress. These results suggest that adolescents raised in parental context that fosters controlled motivation, are more likely to experience stress when they engage in the career task. Findings found by this study further come in line with proposition of Social Cognitive Career Theory (Lent et al., 2002) confirming that high levels of parental support and warmth increase high success expectations in their children. Specifically, when adolescents perceived their parents as highly warm (e.g., *My mother/father often shows me how much she/he loves me*) (P.11) and supportive (e.g., *My parents have supported me in my own decisions*) (P. 11) they appraised career related goals as attainable (i.e., the extent to which adolescent perceive themselves or think they are able to attain career related goal) (Dietrich & Salmela-Aro, 2013).

Among a sample of 414 high school students in years 10, 11, 12, Rogers, Creed and Glendon, (2008) examined whether perceived social support, measured using Career Influence Inventory (CII; Fischer & Stafford, 1999) which explores *"students' beliefs and expectations about career support and influences for aspects of career development that includes school performance, university plans and career plans from parents, teachers, friends and the social environment."*(p.135), is associated with career readiness actions of career planning (i.e., the type and degree of career planning activities done by the students) and career exploration (i.e., the range and usefulness of career exploration activities done by the students). Results revealed that levels of reported perceived social support serve as a moderator of the association between the Social Cognitive Career Theory Variable (SCCT) of Career Goals, measured using items like (e.g., *"I have a clear set of goals for my future"* and *"I am taking steps necessary to achieve my career goals"*) (p. 135), and the Career Readiness/Choice Actions variables of Career Planning and Career Exploration. Consistent with the contextual hypothesis of the Social Cognitive Career Theory (SCCT) this study found that perceived social support serves as a moderator of the

relation between Career Goals and Career Planning. Consistently, high levels of perceived social support and high levels of goals setting (setting higher career related goals) will lead to greater engagement in career planning activities.

In accordance with the direct link between contextual influences and choice actions of career planning and career exploration in the social cognitive career theory (SCCT) choice model, this study found that perceived social support had a direct role in career exploration (Rogers, Creed & Glendon, 2008).

In their study, Perry, Liu and Pabian, (2010) examined the influence of parental career support on career preparation and found that parental career support has significant and direct influence on two indicators of career preparation (i.e., career decision making self-efficacy (CDMSE) and career planning).

Supporting the crucial role of parents and teachers in children's and adolescents' occupational development, Palladino Schultheiss, Palma and Manzi, (2005) explored career development process in middle childhood among forty nine elementary school students in fourth and fifth grade (ages ranged from 9 to 12 years). To elicit and examine children's responses the researchers used a qualitative measure of open-ended questions constructed on the basis of career development literature and focusing on pupils' knowledge of self and occupational information, the role of influential others, education and work goals, and the decision-making process (Palladino Schultheiss, Palma & Manzi, 2005). Children were able to narrate how important figures in their lives have contributed significantly to their career development. These multiple perceived roles of important figures have been organized around eight categories that are: 1. providing social support like, for instance, encouragement and communicating confidence in abilities, 2. teaching (e.g., how teaching role that key figures played in their education and career development prepared them for a future job, helped them gain knowledge and occupational information, and nurtured interests), 3. Instilling values (e.g., how important others instilled work and study values in the participants), 4. Emphasizing education (e.g., when key figures communicate the importance of education), 5. Influencing conceptions of work (e.g., how important figures have influenced the participants' understanding of the function or meaning of work), 6. Providing experiences (e.g., how parents and teachers provided experiences that have influenced an individual's occupational interests), 7, serving as a role model,

and finally 8. Identifying strength and/ or occupation (i.e., how are important people have been influenced by identifying strength, abilities, and potential future occupations). In general, this study indicated that parents and teachers play varied roles in career development of their children and pupils, including educational (i.e., teaching, identifying strengths and occupations), supportive, and ideological (e.g., influencing values and conceptions work). This is, however, manifested in participants (i.e., fourth and fifth graders) narratives that confirm that they have already begun to hold notions about career, and that important figures in their life, including parents and teachers, do exert varied and influential role in shaping and developing these conceptions of work narrated by children. More specifically, they acknowledged that important figures contributed significantly to their understanding of functions and meaning of work by communicating the importance of hard work and earning an income. Answering the question regarding how to make decision, children acknowledged consulting others for their advice and opinions like for instance, help provided by parents. This investigation, further, highlighted the importance of exploration guided by important figures in shaping and promoting higher autonomous and independent exploratory behavior, greater sense of internal locus of control and stronger self/efficacy by their children and students (Palladino Schultheiss, Palma & Manzi, 2005).

5.1.4 PARENTS' IMPACT ON CAREER PREPARATION OF SCHOOLAGE STUDENTS WITH DISABILITIES

Despite the paucity of research conducted to study the impact of parental context on career preparation among school-age students with disabilities, the existent studies still confirm the importance of this factor in facilitating or hindering career development and preparation and in increasing or decreasing levels of engagement in multiple activities aimed at solving salient developmental tasks of career preparation like, for instance, engagement in career explorative activities among school-age students with disabilities.

Consistently, Izzo, 1987 in her article underscored the importance of role of parents in supporting career development of their children who have disability and maintained that:

" [...] It is clearly a mistake for parents to assume that the "school knows best" in regard to the career development needs of their disabled child. No one knows as much about the strengths and abilities of a disabled youth as do his or her parents." (Izzo, 1987: p. 48)

Previous studies considered encouragement of parental involvement as a basic goal of programs aimed at promoting career preparation (Berkell, 1987) and facilitating achievement of successful transition from school to work among students with disability (Izzo, 1987).

In their study Pfeiffer and Pinquart (2012) considered parental support and advice as a protective factor that minimizes the damaging influence of low goal engagement with regard to career choice among adolescents with visual impairment by serving as a sufficient resource to find a future career. Meaning that, the higher levels of support and advice provided by parents and significant others including teachers and peers, the higher levels of perceived attainment/progress of the developmental task and thus the lower need to engage in activities needed to accomplish this task (Pfeiffer & Pinquart, 2012).

Hua, (2002) provided evidence concerning the positive influence of parental context on the career development of their children with disabilities. Specifically, this study confirmed that parents who recognize and nurture talents of their children, who have high levels of responsiveness and sensitivity to indicators of their children's abilities at an early age, who have high expectations for their children, and who recognize activities and resources needed to nurture their children's talents constitute an important factor that is closely associated with the development of career self-efficacy during early childhood and elementary grades. For instance, in this study parents tried to go beyond the disability of their child who is gifted with learning disability and to provide opportunities and chances for him to explore his interest in art and photography (e.g., allow him to participate in the painting competition in third grade). Through this encouragement and nurturance provided by parents, student's self-efficacy in artistic ability was refined and improved at a very young age (Hua, 2002).

Hudson, Schwartz, Sealander, Campbell and Hensel (1988) found that familial support is perceived as a personal resource for successful school to work transition by 90% of the adults with handicaps who have been successfully employed. Familial support in this line has been considered as a basic source to promote sense of competence and well-being of the participants (Hudson, Schwartz, Sealander, Campbell & Hensel, 1988).

While parental career support has been found to result in positive consequences and higher levels of career development (e.g., Hua, 2002; Pfeifer & Pinguart, 2012), parental context that neglects interests of their children with disabilities is expected to influence their decision for their career negatively (Margaritoiu, Eftimie & Enache, 2011). Consistent with this line, Margaritoiu, Eftimie and Enache (2011) found that 94% of adolescents with mental disabilities including moderate and severe mental disabilities reported that their occupation is influenced by the educational system's offer and by their parents. In this term, findings of this study also concluded that the decision for the career of adolescents with moderate and severe disabilities does not belong to them, and that their voice has been largely ignored and neglected (Margaritoiu, Eftimie & Enache, 2011).

Results of study conducted by Hitchings, Luzzo, Ristow, Horvath, Retish and Tanners (2001) indicated that just too limited amount of students with learning disabilities (LDs) who participated in their study reported that they were involved and actively engaged in some forms and activities of transition planning and that career development activities of students with learning disabilities (LDs) were also very limited despite having unique career needs. Possible explanations provided by the researchers were that the lack of transition planning among the participated students could be a result of counselors' and parents' lack of knowledge with regard to the relationship between the state of being with disability and attending college.

Further, these findings maybe result from the beliefs that students, parents, and professionals hold and which confirm that students with disabilities do not need a transition plan. Lack of plan could be further built on the notion that students who have stronger academic abilities do not need or need far less planning than students with severe disabilities. Other explanations indicate basically the low level of knowledge and expertise that counselors have regarding the needs and abilities of their students with disabilities, and regarding the services available to these

students at the postsecondary-level (Hitchings, Luzzo, Ristow, Horvath, Retish & Tanners, 2001).

5.2 SCHOOLS' IMPACT ON SCHOOL ENGAGEMENT AND CAREER PREPARATION

Besides the parental context, school is considered as the primary social institution that plays a major role in the socialization of children, and has the responsibility to teach them educational skills and proficiencies needed to empower them to become responsible productive adults. Because children and adolescents spend much of their time in school, the quality of school context is important for the developmental tasks of school engagement and career preparation. The following subsection will accordingly review some selected literature and studies that focused on positive and negative influence of school factors including teachers and peers on school engagement and career preparation.

A school context that threatens the student's psychological needs can influence student's school engagement negatively and results in school refusal and school non-attendance (i.e. low school engagement). In this term, Taylor and Adelman (1990) documented that reactive school misbehavior as manifested in school refusal and avoidance is anticipated to occur when students expect to experience negative events in the school context. Such events and experiences are primary expected to threaten the psychological needs and increase negative feelings of incompetence, lack of relatedness and safety, and out of/ low control (low sense of self-determination). According to this perspective, student' misbehavior in school including school refusal and avoidance reflects their proactive or reactive motivation to act in ways that make them feel in control (self-determining), competent, and related to significant others. However, while proactive school misbehavior (school avoiders) aims at doing things that lead to such feeling, students' reactive misbehavior (school avoiders) reflects their attempts to deal with threats that interfere with such feelings. Further, students' action in this case can be either overt such as refusing to attend school directly, or covert such as illness and passive withdrawal. This is, however, true for students with actual disabilities, students with skill deficits, and for all students who may experience standards for learning, performance, and behavior that exceed their ability.

In explaining the influence of negative school context, that does not satisfy students' two psychological needs of relatedness and competence, on increasing their negative feelings and negative attitudes toward school context and thus maximize the likelihood of school refusal and avoidance behavior, Taylor and Adelman (1990, P: 222) documented that

"[...] In particular, it is not surprising that students who expect to encounter significant failure/punishment in their efforts to meet others' or their own academic and social standards come to perceive school as a threatening place."

More specifically, students with specific types of disability may avoid and refuse to attend school when some subjects are on schedule (e.g., math, reading, spelling, sports). Similarly, when students with disabilities enter school and do not find the needed acceptance from significant others including teachers and classmates (e.g., by experiencing social exclusion, abuse, scold by teacher, bullying by their classmates), they are more likely to avoid attending school. Reactive school misbehavior as manifested in school refusal and avoidance occurs when students feel that they are controlled by others at school (i.e., teachers and parents). In this term, the more the caregivers threaten the children's need of self-determination by exerting inappropriate control over them, take away privileges, and punish them, the more the children's determination grows.

Elevated levels of school stress that characterize an unsupportive and negative school context have been considered, beside other factors (e.g., being with disability and psychiatric disorder), to have a very close relationship with the School Refusal Behavior (SRB), and more specifically to the negatively reinforced School Refusal Behavior (Kearney, Cook & Chapman, 2007).

According to the functional model of school refusal behavior developed and conceptualized by Kearney and Silverman, (1990; 1996; Kearney, 2008), negatively reinforced school refusal behavior occurs when students refuse to attend school for negative reinforcement (i.e., (1) Avoidance of school setting/stimuli produces negative affectivity, and (2) avoidance or escape from aversive social and/or evaluative situations). More specifically, students with negatively reinforced school refusal are those who refuse attending school in order to avoid threatening school based stimuli that produces negative affectivity (e.g., Fear, Anger, and Sadness) or general anxiety and depression. Typically, this function applies to those younger

children who refuse to attend and/or to remain in school due to feeling of discomfort there. Such discomfort may be related with difficulty to enter into school building or classroom, or general over anxiousness in the school setting, for example, while in a certain class or school activity like math and science class, reading, recitals, athletic performances, transition between classes, punitive discipline, exposure to negative experience like exposure to rejection and being the target of school bullying by other classmates and school peers. This dimension of school refusal is associated with somatic complaints, tardiness, generalized anxiety disorder, and constant pleas for nonattendance (Melvin & Tonge, 2012; Kearney, 2008).

School refusal can be, additionally, negatively reinforced when pupils avoid or escape aversive, anxiety provoking, social and evaluative situations in school (Melvin & Tonge, 2012; Kearney, 2008). This dimension is applied to older children and adolescent students who have difficulty to interact with, form and maintain positive relations with peers, friends and teachers at schools. This type of school refusers may also exhibit difficulty with evaluative situations such as examinations (i.e., anxious responses to evaluative pressure and performance outcomes), oral presentations, reading, recitals, athletic performances, math, and science class). In many cases, pupils have problems assimilating into middle or high school or feel ostracized from peer. This functional dimension is associated with generalized and social anxiety disorder as well as shyness and withdrawn behavior. As noted earlier, these initial two functions of negatively reinforced school refusal are closely linked to the concept of school stress (Kearney, Cook & Chapman, 2007). Students in this case will refuse attending school as an attempt to avoid stimuli provoking negative affectivity (i.e., school stress) that often involves unpleasant physiological symptoms and exposing a child to various negative school related items and situations (Kearney, Cook & Chapman, 2007).

While negative and unsupportive contexts exert these maladaptive and deleterious influences on developmental tasks of school engagement (e.g., increase school non-attendance...etc.), positive context should on the contrary produce better and more positive outcomes that foster school-age students' capacity to engage in and accomplish developmental tasks of school engagement and education completion.

Influence of a positive school context (i.e., inclusive, safe and caring school context) on students with disabilities has been stated by Sautner (2008). Specifically, Sautner (2008) found that schools characterized with high and increased levels of respect, equality and acceptance for all students specifically those with special educational needs and high level of responsiveness to the needs of all students by providing opportunities to access to a regular classroom and to participate in learning by implementing consistent discipline system and providing caring relationships between students and school staff members (e.g., teachers' responsiveness to the needs of all students) allowed students to experience a greater sense of belonging and acceptance which refers to the affective dimension of school engagement. Results also indicated that inclusive, safe and caring school environments contribute to students' academic achievement and lead to an improvement in their behaviors (Sautner, 2008).

Not only school engagement is influenced by the quality of the school context. Adolescents' engagement in career preparation is also effected by school context. Noack, Kracke, Gniewosz and Dietrich (2010) found that school context characterized by acceptance (e.g., *"My school is a place where I can easily make friends"*) (p.10) and openness (e.g., *"Students in our class are encouraged to develop their own views on Problems"*) (p. 10) leads to higher levels of occupational exploration. In another word, perceiving school climate as accepting and open was associated with adolescents' career exploration, and predicted positive changes in their occupational explorative behaviors (Noack, Kracke, Gniewosz & Dietrich, 2010).

However, previous studies cited multiple facets of this role of school. For instance, 1) influence of school curriculum, 2) influence of teaching practice, teaching behavior and teachers efforts to encourage parental involvement (i.e., building school-home partnerships).

5.2.1 SCHOOL CURRICULUM AND TEXT BOOKS IN SCHOOL

School curriculum can actively contribute to the successful transition from school to work and to employment of all students and, particularly, of those with disability when it focuses on the preparation of academic, social and job skills.

Lotto (1986) in her article, "Planning school improvement for student career development" also maintained that schools should be *improved* to enable all students to master some basic skills and areas that, in turn, would increase their ability to prepare for future career and to make an effective school to work transition. These basic skills and areas are: *"basic academic skills, occupational skills, job seeking and maintenance skills, knowledge of the world of work, work values and attitudes."* (P: 329).

Previous studies on disabilities produced similar results. For instance, Hudson et al., (1988) found that school curriculum that taught academic (i.e., reading and math), job and social skills was an essential contributor to employability and to the successful transition from school to work of adults with handicaps. For instance, successfully employed adults with handicaps who participated in Hudson et al.'s study stated the necessity of basic skills in math and reading to job success since the majority of them used these skills in their current job placements. This study further found that most of the handicapped students who made a successful school to work transition had also work experiences during high school. This work experience has been considered by the participants as an important strategy for successful employment and should therefore be included into students' schedules. The students further affirmed the importance of providing vocational training and exposing students to various job opportunities (Hudson et al., 1988).

However, school curriculum is more effective and can influence learners more positively when it is relevant, challenging, exploratory and, thus, responsive to the developmental needs of the students (Akos, Charles, Orthner & Cooley, 2011). For instance, previous literature showed that considering career education as a basic element of school curriculum can make this curriculum more integrative and more relevant to the developmental needs of the learners (Akos, Charles, Orthner & Cooley, 2011).

Consistently, Kendall, 1981, p. 70 maintained that career education is ...

"a mean of changing the curriculum, improving the schools, and improving the lives of students who, as a consequence, may more meaningfully relate themselves to the world [...] career education includes the basic subjects of the curriculum, such as reading, writing, and arithmetic as well as affective variables, such as attitudes, self-concept, and social values, which are essential characteristics of a good employee".

The importance and nature of school curriculum and academic tasks have been also considered by literature on school engagement. Accordingly, many of the theoretical models of school engagement (e.g., Motivational Model of Context, Self, Action, and Outcomes; Motivational Dynamic Model of Engagement and Disaffection (Skinner & Pitzer, 2012); Contextual model of Antecedents and Outcomes of Student Engagement (Lam et al., 2012); Model of Association between Context, Engagement, and Student Outcomes (Reschly & Christenson, 2012)) also highlighted the importance of nature of academic tasks and learning activities that students receive from their teachers in school as these tasks constitute one source of academic motivation and school engagement. Specifically, when teachers provide their students tasks that are interesting, fun, authentic, meaningful, valuable, significant, worthy of one's effort, students are more likely to show higher levels of engagement, greater effort and more active participation in classroom activities (Skinner & Pitzer, 2012). In their theoretical model, Lam et al., 2012 maintained that students who perceive instructional activities and practices of their school teachers as (1) challenging (i.e., neither very difficult, nor very easy) (2) connecting real life significance to the tasks, (3) encouraging curiosity, (4) allowing students to choose tasks consistent with their interests, (5) recognizing self-improvement rather than competition and winning over others, (6) providing evaluation that aims at improving students work and not only grading the work as good and/or bad, are more likely to show higher levels of school engagement and to be interested in a task and to think highly of its successful completion (Lam et al., 2012). Such effective instructional and curricular practices and context allow the development of effective motivational beliefs including self-efficacy and attribution which, in turn, promote school engagement and further positive outcomes among students who enjoy such effective practices in their school-context (Lam et al., 2012).

Others used the term of "school social curriculum" to refer to practices or disciplines that school and teachers can implement to create a positive and pro-social school and classroom climate by teaching their students self-control and social participation. Such practices can teach students to take care of themselves, take care of their social interaction with others in the class including their teachers and classmates, and to take care of their class and school context (see: http://www.sequoiaschools.org/administration/social_curriculum/Social_Curriculum).

Schools, for instance, can also implement such practices to promote social competences and thus reduce school bullying toward students with disabilities.

Addressing diversity and acceptance of differences in educational curricula can be considered as an effective strategy to reduce negative attitudes toward disability and to set the foundation of an inclusive setting where all individual have the right to achieve to their full potential and to get equal opportunities as equal citizens (Hannon, 2007). For instance, several studies provided evidence that educational messages represented disability in children's *school literature* positively can help in promoting healthy attitudes among typically developed children toward individuals with impairments, can teach topics of inclusion, friendship, acceptance of diversity and difference, and can exert positive influence on children with impairment by helping them to develop a positive view of themselves and their identity and to learn effective strategies needed to cope with their impairments (Aisawi, n.d.). Rubin & Watson (n.d.), also argued that disability biases in children's literature (e.g., portrayal of people with disabilities in an offending and stereotypic manner) can result in children's disengagement from reading such kinds of literature, from learning about disability, and from interacting with persons who have disability. Nonbiased material can, on the contrary, positively influence the readers' attitudes, self-perceptions and future options (Rubin & Watson, n.d.).

5.2.2 TEACHERS' IMPACT ON SCHOOL ENGAGEMENT AND CAREER PREPARATION

Given the amount of time that children and adolescents spend in school, teachers emerge as a substantial source of support. Consistently, research and literature continue to document that perceived teacher support is linked to a wide range of important outcomes including, for instance, academic achievement and various positive motivational outcomes like educational aspirations, academic interest and effort and the pursuit of prosocial goals (Wenzel 2002; Wentzel et al., 2010; Wentzel & Looney, 2007). Teacher support has been also linked to students' problem behaviors (Griffiths et al., 2012; Wentzel & Looney, 2007), to perceptions of school as meaningful, to girls' confidence in science ability, and to students' psychological adjustment (Methney, McWhirter, O'Neil, 2008). Support provided by school teacher does further contribute to a significant increase in career development in school-age

students (Palladino Schultheiss, Palma & Manzi, 2005; Perry, Liu, & Pabian, 2010), and to elevated levels of school engagement (Kozan, Fabio, Blustein & Kenny, 2013; Perry, Liu, & Pabian, 2010; Zablocki, 2009). Relations with teachers seem also to serve as a predictor of drop out of school among student with disabilities (Zablocki, 2009).

The teacher-child relationship, accordingly, also exerts a major influence on pupils' adjustment. As Brendgen, Wanner and Vitaro (2006, p. 1587) reported, "[...] *Teachers serve not only as educators but also as important socializing agents who fulfill basic socio-emotional needs, such as belongingness needs [...]*". For example, experiencing frequent verbal abuse by the teacher, not only leads to losing important learning opportunities with regard to academic content but may also prone students for further behavioral, emotional, and social maladjustment thereby undermining students' optimal development (Brendgen, Wanner & Vitaro, 2006).

Teacher can also structure learning environments in a way that allows and facilitates the development of academic, behavioral and social competence among all students. For instance, applying cooperative learning activities in a classroom could result in high levels of social satisfaction, pursuing of social goals and increase levels of cooperation among students who participate in this type of activities. Effective classroom management practices implemented by teachers like direct instruction of social skills are associated with low levels of victimization and aggressive behavior in classroom (Wentzel & Looney, 2007).

All of the aforementioned outcomes seem to be closely associated with school engagement and thus promote school completion needed for the further developmental task of preparation for future occupation, as the current research proposes.

5.2.2.1 TEACHERS' IMPACT ON SCHOOL ENGAGEMENT

In their study Skinner and Belmont (1993) studied the impact of three dimensions of teacher behavior (teacher involvement, structure, and autonomy support) that satisfy the psychological needs of relatedness, competence and autonomy on 144 children's (Grades3-5) behavioral and emotional engagement. Results showed that teachers' interaction with their students did predict levels of emotional and

behavioral engagement exhibited by these students directly as well as through their perception of their interactions with their teachers in classroom. Specifically, it has been found that students' perceptions of teachers' structure (e.g., perceiving teachers as providing clear expectations, contingent responses, and strategic help) serve as a unique predictor of their behavioral engagement, whereas their perception of teachers' involvement (e.g., perceiving teachers as warm and affectionate) serve as a unique predictor of their emotional engagement. Important findings documented by this study were that involvement dimension of teachers' behavior (i.e., levels of the affection, attunement, dedication of resources, and dependability exhibited by teachers) does have the most important impact on children's perception of their interaction with their teachers. In this term, this dimension of teaching behavior shapes the extent to which school-age children have the feeling that their needs of relatedness and competence as well as autonomy are satisfied and fulfilled. Low levels of- or absence of- involvement by teachers let school-age students experience their teacher as uninvolved, more chaotic (i.e., less consistent), less structured and coercive. These results highlight the importance of involvement dimension of teaching behavior in influencing the school-age students experience in school classroom.

Kozan, Fabio, Blustein and Kenny (2013) supported the importance of presence of caring adults and caring teachers in school context as a basic factor that predicts school engagement of students. Consistently, Kozan et al., (2013) found that higher levels of perceived social support from teachers were positively and significantly associated with school engagement. Meaning that, teacher support does significantly serve as a predictor of greater school engagement among high school students. According to the authors, this great influence of teacher support on levels of school engagement of their students is due to the great importance and value they, as educators, always place on school-life and on its importance for the students' lives (Kozan, Fabio, Blustein & Kenny, 2013).

Wentzel, (2002) examined the association between five dimensions of teaching and school-related adjustment outcomes among 452 sixth graders from middle school. Teaching's five dimensions were defined using Baumrind's (1971) dimensions of parenting:

1. Labeled rule setting (control),

2. High expectations (maturity demands),
3. Negative feedback (lack of nurturance and encouragement),
4. Fairness (democratic communication),
5. Teacher motivation (Modeling of motivation toward school).

Students' adjustment outcomes included: Motivation outcomes (Pro-social goal pursuit, responsible goal pursuit, interest in class, mastery orientation, control beliefs, behavior and performance).

In general, findings indicated that teaching dimensions significantly predicted students' adjustment outcomes as defined in terms of their social and academic goals and interest in class, classroom behavior, and academic performance. For instance, teacher's fairness, positive feedback, and high expectations were significantly related to students pro-social behavior and academic achievement. Students' motivation outcomes were significantly and positively related to teacher motivation, fairness, rule setting, and high expectations, and negatively related to negative feedback. Pupils' beliefs of control related significantly to teaching dimensions. These findings lend support to the assumption that students will be motivated socially as well as academically by expectations to perform to their full potential, whereas their achievement will be hindered by teacher's expectations for low performance. Results further confirmed that teachers' negative feedback presented the most consistent negative predictor of academic performance and social behavior. This, however, underscores the potentially pervasive role of teachers' negative and highly critical feedback on students' classroom functioning.

Another study conducted by Wentzel, Battle, Russell and Looney (2010) examined associations between perceptions of teachers' support (i.e., expectations for specific behavioral and academic outcomes, provision of help, safety, and emotional nurturing) and motivational outcomes (i.e., interest and social goal pursuit) among a sample of young adolescent school-age students (6th, 7th and 8th Grades). Results indicated that all four forms of perceived teacher support investigated in this study, including (1) high levels of perceived teacher emotional support, (2) high levels of teachers' expectations for academic engagement, (3) high levels of perceptions of safety from teachers, and (4) perceived teachers' expectations for positive social behaviors, emerged as a positive predictor of two of students' social and academic motivation in classroom in school context investigated in this study including (1)

general interest in class activities, and (2) the students' pursuit of pro-social goals. The findings indicate that students are more likely to exhibit positive aspects of social and academic motivation when they perceive their teacher as highly supportive. Consistent with this line, Wentzel et al., 2010 maintained that

"[...] aspects of students' academic and social motivation appear to be contingent on a set of beliefs about teachers that reflect not only emotional support and caring but also communication of high expectations of academic engagement, provision of help, and non-threatening interactions with students." (Wentzel et al., 2010: 200).

Results of Wentzel et al., (2010) also supported the notion that effective teaching is that type of teaching that characterized with consistency (i.e., structure) and fairness in interaction with students. In this term the authors also maintained that

"[...] teachers who interact with classes of students in similar supportive ways (at least as perceived by students) also are able to create equally interesting instructional contexts and motivate positive social behavior for all of their classes. These teachers also appeared to be more successful in promoting interest and positive social motivation than teachers who were less consistent in their supports across multiple classes." (Wentzel, et al., 2010: 199).

Supportive teachers should also show interest in their students and thus should try to connect parents of these students to grant them further information about what and how their children are learning in school and to gain feedback from these parents about the academic and social growth of their children. The positive relation between teachers and parents let the students feel that their school is comfortable, supportive and warm context. They also feel that their teachers are trustful given that their parents show the same level of trust regarding their relation and cooperation with these teachers (<http://www.pbs.org/parents/education/going-to-school/parent-involvement/parent-teacher-partnership/>).

It has been also documented that teachers can indirectly influence students' engagement in school by facilitating *career preparation*. Accordingly, the relationship between career support provided by teacher and school engagement was mediated by career preparation. That is, receiving more support from teachers predicted higher levels of school engagement, in part because teachers' support also facilitated the career preparation of youth students (Perry, Liu, & Pabian, 2010).

However, importance of teachers' support in preparing students for future career will be explained in further details later in the current dissertation.

5.2.2.2 TEACHERS' IMPACT ON SCHOOL ENGAGEMENT OF SCHOOLAGE STUDENTS WITH DISABILITIES

In their article which focused on socialization in school settings, Wentzel and Looney (2007) documented that school teachers may communicate expectations about ability and performance to students differentially. In this term, teachers may hold negative stereotypical attitudes toward minority and low-achievers and thus expect less competent behavior and lower levels of academic performance from them than from their classmates and other students in classroom and school context. These "false expectations" communicated by teachers to students with low ability can become "self-fulfilling prophecies" that result in negative changes in students' performance and lower their level of achievement to conform to expectations communicated by their teachers. However, the effect of these expectations is fairly weak, but the resulted self-fulfilling prophecies tend to have greater effects on minority and low achievers. Further, when teachers overestimate the ability of their students, their overestimations may result in more positive outcomes by improving students' levels of school and academic achievement. This effect is also greater than the deleterious effect that underestimation of students' ability (i.e., low expectations communicated by teachers to their students who are, for instance, low achievers) may have when it lowers students' achievement (Wentzel & Looney, 2007).

The current research also assumes that this is also the case when we talk about students with disability since almost all or the majority of the disabled students are exposed to such low expectations by their teachers, classmates and parents as a result of negative stereotypical attitudes prevalent and expressed toward them.

Having positive relations with teachers in school has been found by Zablocki (2009) to minimize the odds of dropping out among students with disabilities (Zablocki, 2009). Specifically, this study examined whether emotional engagement factors contribute to the likelihood of dropping out of school among students with disabilities. The results showed that while a decrease in the odds of dropping out of school is significantly associated with higher levels of emotional engagement, lower levels of emotional engagement, on the contrary, do lead to a maximize in the odds of dropping out of school. Meaning that levels of emotional engagement that students experience in their school context, as manifested in positive student-

teacher relationships, feeling of attachment to peers/classmates, teachers, and school staff in schools and satisfaction with school and education, do serve as a predictor of dropout rates and have an effect on the decision to stay in or leave school (Zablocki, 2009).

Murray and Greenberg (2001) examined whether students' perception of the quality of their relationships with teachers and bonds with school were associated with indicators of social, emotional, and school related adjustment among students with and without disabilities. Students with disabilities participated in this study were those who spent the majority of school day in special education settings including those students who were receiving services for emotional disturbances (ED), learning disabilities (LD), mild mental retardation (MMR), and other health impairment (OHI)). Findings indicated that student-teacher relationship and school bonding variables (i.e., affiliation with teacher, dissatisfaction, feeling connected with school, and feeling safe in school) were associated with indicators of social and emotional and school-related adjustment (i.e., school delinquent behaviors, depression, anxiety, conduct problems, social and school competence) among students with and without disability. Specifically, students who scored higher on positive dimensions of subscales of teacher-student relationships and school bond had more positive social and emotional adjustment than those who scored lower on these subscales. For children with and without disabilities, the affiliation with teacher factor had the largest contribution to the variance in delinquency scores.

These findings underscore the importance of studying the nature of student-teacher relationships qualities. Children may avoid behaving in a delinquent manner as an attempt to deter the deleterious consequences that such inappropriate behavior may have on their relationships with teachers. With respect to the dissatisfaction factor, results showed that students who reported high dissatisfaction or being angry with teachers, reported higher levels of delinquent behaviors than did those students who reported less dissatisfaction with their teachers. Concerning emotional adjustment, this study found that the positive and negative dimensions of the teacher-student relationship and school bond factors were associated with children's self-report rating of depression, anxiety, and conduct problems regardless of disability status. Students with disabilities who had a negative relationship with their teachers (i.e., dissatisfaction with teacher, low affiliation), reported higher anxiety scores and more conduct problems. Perceiving school as a dangerous and

not safe place contributed largely to children's ratings of depression and anxiety for students with and without disabilities. Murray and Greenberg, (2001) also found that school bonding factors did contribute largely to the variance in school competence scores of students with and without disabilities, such as students' capacity to take part in class discussions and to focus in school.

It is important to note that this study also examined whether there were differences between students with and without disabilities on self-report measure of student-teacher relationships and school bonds. Findings reported that students with disabilities had (1) greater dissatisfaction with their relationships with teachers, (2) poorer affiliation with teachers, (3) poorer bonds with school, and (4) perceived higher school dangerousness (greater perception of school danger scores) than did students without disabilities. Meaning that, students with disabilities and particularly those students who have ED, MMR, and LD, do experience the social and relational context of schools in a different manner than those students who do not have disabilities (Murray & Greenberg, 2001).

Using The Teacher Control Subscale (TCS) which constitutes one subscale of the Classroom Environment Scale (CES) (Trickett, Leone, Fink & Braaten, 1993; Trickett & Moos, 1973), Wehmeyer and Kelchner (1996) studied differences between students with cognitive impairments (i.e., learning disability (LD) and mental retardation (MR)) and their counterparts who do not have disabilities on their perceptions of teacher control. Findings revealed that students with learning disability (LD) and mental retardation (MR) scored higher on the Teacher Control Subscale (TCS) and thus perceive their classroom as more controlling, perceive their teachers as using too strict and controlling teaching modes, and belief that interactions within the classroom are rule-based and strictly enforced than students without disabilities. Teacher control score, in turn, contributed to locus of control orientations of students with and without disabilities. Specifically, these results showed that students with both types of cognitive impairments including mental retardation (MR) and learning disability (LD), who perceive their classroom as controlling, scored higher on the external locus of control scale (measured using the Adult version of the Nowicki-Strickland Internal-External Scale or ANS-IE (Nowicki & Duke, 1974). They had more external and maladaptive locus of control orientations thinking that outcomes and reinforces in their lives are controlled by others, fate, or chance than their peers without disabilities. On the contrary,

students who did perceive their classroom as non-controlling scored significantly lower on the external locus of control scale (Wehmeyer & Kelchner, 1996).

According to Helms (1996), relationships and interactions with teachers in the school and classroom context constitute a substantial source of school-related stress as reported by students with disabilities. Helms (1996) conducted a study to examine sources of school-related stress among a sample of students with and without disabilities. He found that a great level of stress was a result of relationships and interactions with classmates and peers. Furthermore, relationships and interactions with teachers in the school and classroom context were reported as a second source of school-related stress by students with disabilities, including developmental disability (i.e., learning disability, educable mental retardation) and emotional disability (i.e., social emotional maladjustment, behavior disorder). Children with disabilities tended to have more elevated levels of stress regarding relationships with their teachers and their classmates than students without disabilities who tend to be more concerned with their academic performance and grades (Helms, 1996). School stress, in turn, has the potential to increase further maladaptive and negative outcomes that hinder accomplishment of developmental tasks related to school engagement and education completion like, for instance, increase school refusal behavior (Kearney, Cook & Chapman, 2007) among school-age students with disabilities who are more likely to experience elevated levels of school related stress than their typically developed children, as previous literature cited.

Literature on disability also underscored the important role of school teachers in encouraging parental involvement in school life of their children who have disabilities. Consistently, Spinelli, (1998) maintained that:

"All children, especially those with disabilities, need to have the full and unconditional support of the significant adults in their lives. Positive home-school relationships provide a major step in ensuring that students receive the structure, direction and cohesive environment that they require." (Spinelli, 1998: p.11)

Spinelli, (1998) further explained that

"Students who are already burdened with disabilities need to have the full and unanimous support of the significant adults in their lives. The two most influential forces in children's lives, parents and teachers, need to be united and collaborative in their efforts to assist the child in developing to the fullest." (Spinelli, 1998, p.12)

Previous studies, consistently, found that successful relationships between teachers and parents can result in greater benefits for students with disabilities (e.g., autism spectrum disorder, speech and language impairments and visual impairments) including, for instance, higher social interaction, more friendships and positive peer role, greater motivation in the classroom, greater self-confidence, higher academic outcomes and greater school success (Barely, 2012). Lack of successful relations and connection between school teachers and parents of students with disabilities can, on the contrary, lead to differences between expectations that both parties hold about abilities and school performance of these disabled students. Such different expectations can, in turn, deleteriously influence the school life of students with disabilities (e.g., low motivation and underachievement).

5.2.2.3 TEACHERS' IMPACT ON CAREER PREPARATION

Concerning the role of school and teachers in children's career development, Palladino Schultheiss, Palma and Manzi (2005: 259) recommended that

"[...] Exploration of abilities and interests can be encouraged through educational activities that expose children to new experiences and information. Teachers can provide learning experiences that provide opportunities for children to acquire new skills and tap unique talents that might have otherwise been overlooked. Strong connection between school and future occupations, teachers, and school counselors could provide children with experiences that more clearly link academic subject areas with various occupations[...]."

Multiple studies have proven the importance of teachers in promoting career development and preparation among school-age students. For instance, Perry, Liu and Pabian (2010) found that the direct effect of parental career support on career preparation was smaller than the direct influence of teacher support. These results underscore the important role of teachers in preparing their students for a future occupation.

Recently, Woolle, Rose, Orthner, Akos and Jones-Sanpei (2013) found that teachers can promote levels of school engagement when they increase their use of career relevance as an instructional strategy that links teaching content to possible future careers in the middle grades. Specifically, when teachers increased using this strategy, students did show higher levels of engagement, interest and motivation in school, which in turn, contributed to further gains in their academic achievement.

These findings lend support to the notion that occupational and career relevant instruction, learning and activities implemented by teachers form a proactive preventive strategy aimed at improving school engagement, increasing school success, and preventing school disengagement and decline in motivation (Woolle, Rose, Orthner, Akos & Jones-Sanpei, 2013).

Schools teachers can also contribute to developmental task of career preparation of their students positively when they seek contact with parents of their students to engage them and increase their involvement in the programs of career development provided by schools to prepare students for school to work transition (Berkell, 1987). Consistently, Mayhack, (2011) stressed the importance of cooperation between teachers and parents for career plans of school-age students.

5.2.2.4 TEACHERS' IMPACT ON CAREER PREPARATION OF SCHOOLAGE STUDENTS WITH DISABILITIES

Despite the lack of research on this topic, the existent studies still confirm that teachers in school can have an important impact on developmental tasks of career preparation of their disabled students.

Pfeiffer and Pinquart (2012) found that low levels of goal engagement with regard to developmental tasks of career choice among students with visual disabilities may result from high support provided by teachers. According to Pfeiffer's and Pinquart's (2012) results, teacher's support in this term constitutes a protective factor that buffers and decreases the negative influence of low goal engagement with regard to career choice among adolescents with visual impairment by serving as a sufficient resource to find future career (Pfeiffer & Pinquart, 2012). Meaning that, students with disabilities will not fail in developmental tasks of career preparation when they did not engage in career preparation activities in case they enjoyed supportive context that always compensates.

Literature on disability also confirmed the important role of schools and teachers in supporting developmental tasks of career preparation of students with disabilities by encouraging involvement of parents of disabled students in career preparation process. Consistently, previous literature cited that almost all school and community based programs of career support of all students including those with disabilities

should entail encouraging parents to involve actively in the process of career preparation and career development plans of their disabled children as a basic objective (Berkell, 1987).

However, while teacher support does exert positive impact, teachers' ignorance of children's talents, strengths, potentials and needs and rejection by teachers and peers that lead to isolation and frustration in school context constitute factors that impede the development of career self-efficacy also of gifted students with learning disability (Hua, 2002).

5.2.3 PEERS' IMPACT ON SCHOOL ENGAGEMENT AND CAREER PREPARATION

Throughout the literature, peers are one important factor of the school context. As a virtue of the time that students spend with their classmates in the school, they are consequently very likely to be influenced by them (Juvonen, et al., 2012).

As a further contextual factor, the peer group can exert direct and indirect influence, through its impact on school engagement and career preparation of school-age students with disabilities. This influence can, further, be either negative or positive.

5.2.3.1. PEERS' IMPACT ON SCHOOL ENGAGEMENT

While positive and mutually supportive peer relationships can strengthen positive academic development, negative peer experiences are linked with educational difficulties (Li et al., 2011). Peers in school may consequently play both a positive and a negative role in school engagement (Li et al., 2011).

Consistent with this line, Wentzel, Battle, Russell and Looney (2010) found that four forms of perceived peer support, including (1) peer emotional support, (2) peers' safety, (3) peers' expectations for positive social behaviors, and (4) peers' expectations for academic engagement, predicted students' social and academic motivation in classroom.

Li et al., (2011) found that peer support significantly contributed to emotional and behavioral dimensions of school engagement among adolescent students (6th to 8th Grades). Specifically, higher levels of peer support were positively associated with

emotional and behavioral dimensions of school engagement. This study further indicated that receiving support from peers is too important and better than being without it, even if this support was provided by friends who exhibited problematic behaviors (e.g., getting into trouble in school, smoking cigarettes, drinking alcohol, and using drugs such as marijuana or cocaine). Accordingly, this study underscored the importance of promoting positive peer relations and minimizing the negative influence of problematic friends simultaneously as an effective strategy to minimize decrement in school engagement in young adolescents. While support provided by peers is associated with these positive consequences, negative experience with peers has the potential to influence school engagement in a deleterious manner.

In this term, when Li et al., (2011) studied the influence of peers on school engagement, they specified that researchers interested in studying influence of negative peer context do not solely consider importance of studying peer rejection but also extended their research to consider the students who are victim and target of school bullying, the students who are bully (i.e., perpetrators), and the students' association with problematic peers. Consequently, in the same aforementioned study Li et al., (2011) examined the associations between other facets of peer context/relationship (i.e., association with problematic peers, and bullying) and the both aspects of school engagement (i.e., behavioral and emotional dimensions of school engagement) among adolescent students (6th to 8th Grades). Findings showed that association with problematic peers (i.e., peers who get into trouble in school, smoke cigarettes, drink alcohol, and use drugs such as marijuana or cocaine) was negatively related with both dimensions of school engagement. Considering the third characteristic of peer context examined in this study, findings revealed that bully-status (i.e., being a bully, a victim of bullying, or a bully-victim) did negatively predict the emotional dimension of school engagement. Meaning that students who involved in any type of school-bullying reported lower levels of emotional engagement than other students who did not involve. Peer rejection, in turn, has been also identified as another commonality of externalizing disorder (Whitcomb & Merrell, 2013). In this term, peer group rejection in school constitutes one type of school bullying, which by definition refers to *"an aggressive behavior intended to cause mental and/or physical suffering to another."* (Kim, Kohn & Leventhal, 2005: 357)

Scientific reports indicate that rejection and victimization by the peer group, can lead to serious mental and physical sequel. For instance, physical symptoms of being bullied, rejected and victimized can include sleep difficulties, and frequent illness such as headaches and other somatic symptoms. Moreover, such negative experience in school context increases students' proneness to a wide range of maladjustment outcomes, including school refusal behavior (Melvin & Tonge, 2012; Kearney, 2008), school delinquency, depression, loneliness and social isolation (Ladd, Birch & Buhs, 1999; Unnever & Cornell, 2003), academic failure, anxiety, and feelings of insecurity (Kim, Kohn & Leventhal, 2005; Walden & Beran, 2010).

Other body of research (e.g., Emotional Security Theory (EST) Davies and Cummings, 1994 and work rooted in resource depletion framework (e.g., Muraven, Tice, & Baumeister, 1998) argued that allocating greater attention's resource to identify peer threats in school setting has the potential to undermine student's ability to accomplish and deal with the other salient educational tasks by disrupting their attention control, self-regulatory, and emotional regulation abilities (Bascoe et al., 2009). Further, given that peer rejection, victimization and bullying often occurs in school context, many victimized children become hesitant and scared to attend class, resulting in high rates of absenteeism and truancy. They will, further, begin to perceive school as a source of threat and as an anxiety provoking environment which increases the difficulty to concentrate on their schoolwork since the fear of being humiliated provides a powerful distraction and source of stress. Consistent with this line of research, some researchers (e.g., Pilkington & Piersel, 1991) proposed an alternative conceptualization of school phobia by suggesting that refusal to attend school can be explained as a normal avoidance reaction to a hostile environment (Whitcom & Merrell, 2013). However, research further documented that pupils perpetrators of bullying (defined as an aggressive behavior) can also suffer the negative consequences of their actions (e.g., Li et al., 2011). For instance, such children are more likely to be involved in antisocial violent behaviors and legal problems.

School bullying during childhood and adolescence is also associated with other behavioral problems, including truancy, smoking during school-age and underage drinking. In sum, exhibiting aggressive behavior in terms of school bullying may represent a first step toward a life of criminal activity (Walden & Beran, 2010). In a view of the above review, it is important to note that all of these negative

consequences associated with these negative experiences with peers in school-context have the potential to influence school engagement negatively and thus restrict the accomplishment of the salient developmental task of school completion and school to work transition.

As a conclusion, this subchapter continues to support the results found in these studies by highlighting importance of studying influence of peer context when research efforts are directed at exploring factors that could exert either positive or negative impact on school engagement among school-age students.

5.2.3.2 PEERS' IMPACT ON SCHOOL ENGAGEMENT OF SCHOOLAGE STUDENTS WITH DISABILITIES

In general, previous studies cited that disabled students are not well integrated with the peer group (e.g., Helms, 1996; Pfeiffer and Pinquart, 2011; Scheepstra et al., 1999; Stayermman, 2007; Zablocki, 2009). Such difficulties with peers have, in turn, the potential to influence the developmental tasks of school engagement and school completion of disabled students negatively (Gurlanick, 1994; Rafferty, Boetcher, & Griffen, 2001; Zablocki, 2009).

For instance, relationships and interactions with classmates and peers in the school and classroom context were reported as a source of elevated school-related stress by students with disabilities, including developmental disability (i.e., learning disability, educable mental retardation) and emotional disability (i.e., social emotional maladjustment, behavior disordered) (Helms, 1996).

Previous studies also found that students with Down-syndrome have difficulties in accomplishing the developmental task of *social integration* in the classroom (e.g., Scheepstra et al., 1999). These students also still suffer from neglect by their classmates (e.g., Scheepstra et al., 1999) and have increased feelings of loneliness especially due to the lack of chances to participate in activities outside of the classroom (e.g., Hamill, 2003). Stayermman (2007) found that adolescents with Asperger's Syndrome (AS) are also experiencing a high level of peer victimization (e.g., Stayermman, 2007).

Using the modified version of the Developmental tasks Questionnaire (Seiffge-Krenke et al., 1984) which measures desired and present attainment of the developmental tasks, Pfeiffer and Pinquart (2011) examined whether adolescent students with visual impairments differ than their sighted counterparts on levels of aspirations regarding the desired (successful) attainment of developmental tasks of peer group integration. Results of this study found that adolescent students with visual impairments reported lower aspirations and less attainment regarding peer group integration than their sighted peers (Pfeiffer and Pinquart, 2011).

Low levels of social integration and difficulties with the peer group can, in turn, influence disabled students' engagement in school negatively, as already noted. Consistently, Zablocki (2009) found that students' feeling of attachment to peers/classmates in schools and satisfaction with school and education, which constitute the emotional dimension of school engagement, can serve as a predictor of dropout rates and can have an effect on the decision to remain in school and continue education or to leave school among students with disabilities (Zablocki, 2009).

Beside other types of comorbid psychological problems, including depression, behavior problems, among a sample of children with autism, non-autistic depressed children, and typical children (age period is from 1 to 16 year old), *being teased* has been considered as a significant predictor for suicide ideations and attempts. However, it is important to note that the rate of suicide was higher among autistic than their depressed and typical counterparts (Mayes et al., 2013). Results of this study conducted by Mayes et al., (2013) could be interpreted in a view of the perspective confirming that engagement in school is negatively influenced with psychological problems and adjustment difficulties caused by peer victimization. Accordingly, disabled students who are a regular target of such negative actions (i.e., being teased, victimized and bullied) are more likely to experience adjustment difficulties that, in turn, will negatively influence their engagement in solving salient developmental tasks that school engagement is one of them.

More importantly, some of the previous studies on inclusion agreed that students with disabilities in inclusive schools are rejected by their typically developed classmates and that such rejection can decrease confidence that disabled students and their parents have in inclusion and thus prevent disabled students from

enjoying their right to education and to enter and study in inclusive schools (e.g., Gurlanick, 1994; Rafferty, Boetcher, & Griffen, 2001).

5.2.3.3 PEERS' IMPACT ON CAREER PREPARATION

Support provided by peer group has also been considered as a predictor of individual differences in adolescents' efforts to actively engage in the developmental task of occupational preparation (Felsman & Blustein, 1999; Kracke, 2002; Hua, 2002).

In highlighting the importance of peers as a social facilitator of this central developmental task during adolescence, Kracke (2002: 21) noted that:

"[...] peers appear to be particularly helpful in respect to the exploration of the self. Talking with age-mates, adolescents can practice new patterns of ideas and thinking and develop ideas about the future. Because adolescents expand their range of activities, peers become increasingly important in granting secure grounds for the exploration of new environments."

Consistent with this line, Kracke (2002) examined the positive influence of peer support concerning career-related issues on adolescents' career exploration among a sample of 192 German ninth graders from middle track schools. Findings indicated that peer support, as manifested in frequent talks with peers about career related issues and perceiving peers as helpful for explaining ideas about suitable occupation options, associated significantly with the intensity of information seeking behaviors and predicted an intensification of adolescents' occupational exploration during the following 6 month period (Kracke, 2002).

In a view of the relational perspective which postulates that developing and sustaining attachment and close interpersonal relations are the primary human strivings, and that these relations are basically important in promoting adaptive developmental transition, Felsman and Blustein (1999) examined whether close peer relationships can serve as a facilitating factor for resolving developmental tasks related to career exploration and commitment during late adolescence. Findings showed significant correlations between peer relatedness variables and career development variables of adolescents' environmental exploration and progress in career choice commitment. In other words, adolescents who reported greater levels of attachment to their peers and who had the capacity to experience intimate

relationships with others, were, on the other hand, more likely to engage in higher levels of environmental exploration and to make greater progress in committing to career choices. These findings, however, were in line with previous literature supporting the adaptive role that supportive and intimate friendships and peers exert in multiple domains of adolescent development, including career development when serving as a fundamental facilitator and enabler in resolving the central developmental tasks of career exploration and commitment during adolescence period. The authors further argued that the influence of peer relatedness variables can be additionally interpreted in a view of Josselson's (1987) concept of "anchoring" that refers to the process of separation from parents and forming adaptive relationships with more age-appropriate figures.

Accordingly, the researchers noted that *"the anchoring process may be particularly salient in the current climate of uncertainty that characterizes contemporary career development [...]"* (p. 291).

This interpretation highlights the role of peer group in providing adolescents with support needed to buffer effect of anxiety resulted from tasks of planning and making decisions that lead to major change in their life especially in an uncertain context where future is unpredictable and thus uncontrollable (Felsman & Blustein, 1999). Rogers, Creed and Glendon (2008), found that students who perceived their peers as supportive reported higher levels of engagement in career exploratory activities. The direct role of perceived social support in Career Exploration confirms the direct link between contextual influences and choice actions (Career Planning and Career Exploration) in the Social Cognitive Career Theory (SCCT) choice model. These results come in line with the contextual hypothesis of the Social Cognitive Career Theory (SCCT) by confirming that perceived social support serves as a moderator of the relation between Career Goals and Career Planning. Specifically, these findings suggest that high levels of perceived social support and high levels of goals setting (setting higher career related goals) will lead to greater engagement in career planning activities.

5.2.3.4 PEERS' IMPACT ON CAREER PREPARATION OF SCHOOLAGE STUDENTS WITH DISABILITIES

In a view of Bandura's perspective that considers vicarious experience as an influential source of self-efficacy, Hua (2002) underscored the importance of the presence of a positive peer group, which serves as a positive role model and a crucial factor to develop career self-efficacy among students with disabilities. When students with disabilities observe other disabled students (either the same or other type of the disability) who are performing specific tasks or who did successfully perform these specific tasks (e.g., graduation from school, active engagement in preparing for future career, and college entry), they are expected to be more engaged in pursuing these tasks. In this term, Hua (2002) maintained that *"observing the performance of a role model on a particular job sometimes inspires a youngster to pursue a certain future career."* (p. 378).

Christ (2003) underscored the importance of peer-support in promoting career development of disabled individuals in educational and employment context as these types of relations are between people who are in a similar age and who have equal levels of power and experience. Such types of relations can therefore provide greater opportunities for collaboration, mutual support (instrumental and emotional), communication, exchange information and advice (Christ, 2003).

Hudson et al., 1988 found that, beside support provided by school programs and family members, peers' support has been considered as one of the most important factors that contributed to education completion and thus to the successful school to work transition of individuals with handicaps who participated in their study. The authors in this term highlighted the important role of the school context that integrates students with handicaps into regular school programs in increasing post-high school adjustment given that such mainstream classes can provide students with handicaps with opportunities to interact with peers without handicaps that, in turn, can essentially result in a successful transition (Hudson et al., 1988).

Indeed, research conducted to lend support to the role of peer group in career preparation among school-age students with disabilities is limited. For this reason, one can also assume that the same factors and findings found in studies on youth without disabilities regarding the impact of peer/classmates on career development,

and solving the developmental task of career preparation like for instance, positive influence of peer support on career exploration (e.g., Kracke 2002), the association between sense of relatedness to peer group and career preparation activities like career exploration (e.g., Felsman & Blustein, 1999), and the impact of perceived support from peer group in increasing level of engagement in career exploration and career planning (e.g., Rogers, Creed & Glendon, 2008), hold true for youth with disability.

DO CONTEXTUAL FACTORS HAVE AN INDIRECT EFFECT ON DEVELOPMENTAL TASKS OF SCHOOL ENGAGEMENT AND CAREER PREPARATION?

In view of the assumption that school engagement and career preparation are reciprocally associated, it could be assumed that peer, teacher, parents and all of other contextual factors considered in this research can influence school engagement of students who have disability indirectly through their influence on career preparation. The same can be said when considering the other developmental task of career preparation. Specifically, contextual factors can also influence career preparation of school-age students with disabilities through their influence on school engagement.

6. INCLUSION

"Inclusive education is a global movement that emerged as a response to the exclusion of students who were viewed as different (e.g., students with disabilities, students of color, students from lower caste backgrounds, students from low socioeconomic backgrounds) by educational systems; these constructions of difference are highly consequential for they have mediated over time student access and participation in education" (Waitoller & Artiles, 2013: 321).

The origin of inclusion is rooted in the principle of normalization which, in turn, is rooted in three perspectives that are: the concept of equality (i.e., to have a life that is similar to the life of the non-disabled individuals), the concept of quality of life, and the concept of human rights (i.e., to have the same rights of individuals without disability). Accordingly, the normalization principle states that individuals with disabilities ought to have equal opportunity to participate in the normal routines of community-life, including possessing a home to live in, accessing to school and completing of their education, preparing for their future career and so getting a job, accessing to self-selected and self-directed leisure time, and establishing social networks that contain individuals without disabilities (Renzaglia, Karvonen, Drasgow & Stoxen, 2003).

In this line, Renzaglia, Karvonen, Drasgow and Stoxen (2003) maintained that:

"Inclusion is not a place; instead, it is a lifestyle in which a person is an active participant in his or her life, rather than a passive observer and the recipient of decisions someone else has made. To this end, inclusion promotes quality of life by (a) empowering individuals to have control over their own lives, (b) providing individuals with the opportunity to select the lives of their choosing, and (c) conferring individuals with the sociopolitical power to defend their choices." (Renzaglia, Karvonen, Drasgow & Stoxen, 2003: 141).

Talking about the school-age period, the important tasks and goals of inclusive education is to focus on countering the whole overlapping and complex barriers to learning and participation in schools.

6.1. DEFINITION OF INCLUSION

In general, there is difficulty in defining the term of inclusion (Ainscow & Miles, 2008; Black-Hawkins, Florian & Rouse, 2007; Sautner, 2008). Such difficulty and confusion may result from the close association that exists between the term of inclusion and other terms like integration, mainstreaming, special educational needs

and exclusion (Ainscow & Miles, 2008; Black-Hawkins, Florian & Rouse, 2007; Sautner, 2008).

More recently, one important study conducted by Waitoller and Artiles (2013) reviewed research conducted between (2000) and (2009), and found that inclusive education can be defined under three perspectives. The first perspective views inclusive education as related only to ability differences. In this term inclusion is directed at providing access to the general education classroom and curriculum to students with diverse abilities including students with disabilities, those who are at risk or who have learning disabilities. However, according to research utilizing this definition inclusive education can be done either by implementing instructional methods or by changing the school culture. Another perspective defined inclusive education as aiming at changing the curriculum to take into account gender and cultural differences but did not consider ability differences. Inclusive education as defined by the third and final perspective refers to “the process of overcoming barriers to participation and learning for all students” (Waitoller & Artiles, 2013: 328). In this term, inclusion, that entails change and develop schools, does not only aim at removing barriers that hinder participation and learning of disabled students, but also extends its objective to remove barriers to participation and learning for all students including those who have disabilities and who are with diverse abilities, cultures, gender, and racial/ethnic background (Waitoller & Artiles, 2013).

In an attempt to provide and discuss a definition of inclusion on the basis of other researchers’ work (e.g., Ainscow, 1991), Sautner, (2008: 136) maintained that:

“Inclusion is more than the simple placement of students with special educational needs into regular classrooms. Inclusion is concerned with overcoming barriers to the full participation of all students in the culture, curricula, and community [...] Inclusive education is primarily based on the values and beliefs that students with special educational needs belong and have the right to participate fully in regular classrooms. It requires instructional improvement and increased organizational capacity of school staff to accommodate diverse learning needs of all students”.

In view of the above definitions, inclusion in this thesis is viewed as a movement that seeks to create schools and other social institutions appropriate to meet the physical, psychological, curricular, and social needs of all learners with or without disabilities (Salend & Duhaney, 1999).

6.2 LEGAL FRAMEWORK OF INCLUSION

As noted earlier, the origin of inclusion is rooted in the concept of human rights. Article 3 of the United Nation Convention forms the legal framework of inclusion and ensures the importance of prohibiting all types of discrimination or exclusion. The core statement accordingly confirms that no one should be excluded by virtue of his or her native land and origin, gender, race, beliefs, religious and/or political orientation, language, and disability (Bylinski, 2014).

Talking about inclusion of individuals with disability, previous literature actually considered the United Nation Convention on the Rights of Persons with Disability (UN-CRPD) as one of the most remarkable attempts done at an international level to recognize individuals with disability as active members of the society (Betts & Lata, 2009). In this term, the UN-CRPD calls for enjoyment of all human rights and fundamental freedoms by individuals with disabilities, and stresses the importance of early interventions as well as inclusion in the educational system from an early age in order to set the foundations of an inclusive society (Betts & Lata, 2009).

Article 24 of the United Nation Convention on the Rights of Persons with Disabilities (UN-CRPD) ensures accordingly the right to education of all individuals with disability and calls for realizing this right by prohibiting all types of discrimination and by providing all individuals equal opportunities to be educated in an inclusive educational system (Bylinski, 2014; Katzenbach & Schnell, 2012; Mack, 2012; Werning, 2012). The United Nation Convention, thus, is encouraging the effective participation of individuals with disability in an inclusive and free society that contributes to the full development of their personalities, talents, creativity, and mental as well as physical abilities.

INCLUSIVE SCHOOLING

The development of an inclusive school setting has been given a special importance by the Article 24 of the United Nation Convention of individuals with Disability. In this term, Werning, (2012) maintained that the development of inclusive schools is very needed and essential to ensure that individuals with disability will enjoy their right to education and equality and will develop optimally. Such inclusive schools should, therefore, provide disabled students with opportunities to participate in all facets of the social and academic school life by prohibiting all types of discrimination

and exclusion by virtue of disability (Werning, 2012). Authors and researchers who had studied the development of inclusive schools called for the need to consider inclusive values when efforts are directed at changing schools to make them more inclusive and so to give all students whether with or without disability the opportunities to participate, learn and achieve to their full potential (Brokamp, 2012). Accordingly, school -culture, -activities, -concepts and relations should be based on inclusive values of participation, equality, community, respect for diversity and sustainability (Brokamp, 2012).

For this reason, schools and educational systems are responsible for employing teaching staff and educators who can work at all levels of education and who have experts in using sign language and/or Braille and using of educational techniques and other materials necessary to support individuals with disability (see:<http://www.un.org/disabilities/convention/conventionfull.shtml>).

Schools are also responsible for implementing a school curriculum that enables children with disability to prepare for their future career and for transition from school to work and college by providing them with opportunities to participate in career development programs.

INCLUSIVE WORK ENVIRONMENT

Inclusion of individuals with disabilities in the larger society and the vocational world has been also considered in Article 27 of the United Nation Convention of individuals with Disability that recognizes the right of individuals with disability to work and to be employed on an equal basis with others and in an open inclusive labor market and work environment that is accessible to them (Bylinski, 2014). Realizing this right requires investing effort to prevent occurrence of discrimination on the basis of disability by protecting rights of persons with disability to enjoy equal opportunities of work, to have just, safe and healthy work conditions, to be protected from harassment and to access technical and vocational guidance and training programs.

The United Nation Convention, in this term, also calls for promoting further employment opportunities and career advancement of individuals with disability to help them to find, maintain and return to employment (see:<http://www.un.org/disabilities/convention/conventionfull.shtml>).

6.3 BARRIERS THAT PREVENT INCLUSION AND SCHOOL-ENGAGEMENT

6.3.1 NEGATIVE ATTITUDES TOWARD DISABILITIES (DISABILITIES-STIGMA) AND SOCIAL CONSEQUENCES ASSOCIATED WITH THEM

Previous literature (e.g., Banerji & Dailey, 1995; Salend & Duhaney, 1999) confirms the effectiveness of inclusion in decreasing the negative influence of disabilities-stigma and in promoting learning environments free from disability-stigma. However, it is sad to state that these negative attitudes constitute one of most deleterious factors and barriers that prevent creating an inclusive classroom that allows all students and specially those students who have disability to learn, to participate and thus to complete their education. For instance, Peck et al., (2004) found that some of the parents of typically developed children did not perceive inclusive classrooms as a positive experience for their children. The narrative comments of these parents reflected a pervasive devaluation of students who have disabilities by minimizing benefits of investing any educational resources in them. In this term, one of the participants commented that:

"I don't think school is the place for severely disabled children. This money could be better spent" (Peck, Staub, Gallucci, & Schwarz, 2004: 139).

Literature, however, is filled with studies that confirm the existence of the negative attitudes toward disabilities and the negative outcomes associated with them (e.g., Bell, 2012; Clark, 1997; Hetherington et al., 2010; Hornstra et al., 2010; Margaritoiu, Eftimie & Enache, 2011; Peck, Staub, Gallucci, & Schwarz, 2004; Pfeiffer & Pinquart, 2012; Sweeting & West, 2001; Thornberg, 2010).

Previous research also documented that negative attitudes toward learning disability can bias teachers' perceptions of individual students. These biased perceptions can, in turn, influence how teachers interact with their students who have disability, influence the curricular and instructional opportunities offered to these students, and lower expectancies teachers hold for such students which may, in turn, affect the academic achievement of these disabled students (Clark, 1997; Hornstra et al., 2010). Clark (1997) studied the way in which school teachers respond to academic-outcomes of students with learning disabilities (LDs.) and whether this response and the type of feedback exhibited by these teachers can influence the way in which these children perceive themselves and their level of

personal competence. Findings revealed that school teachers hold negative attitudes toward disability and view disability as a stable, internal and uncontrollable cause of negative academic outcomes of students with learning disability. These teachers accordingly assigned low levels of personal responsibility to students with learning disabilities and held higher expectations that these students will fail again in the future. They further responded to the failure with more pity, less anger, low punishment and more reward. According to the author's interpretation, such attributional feedback, that constitutes "*a powerful source of information upon which children base their perceptions of their competence as a students*" (Clark, 1997: 70), will negatively influence self-esteem, expectations for future successes and failure, and classroom performance of students with learning disability. Specifically, students with disability will interpret teachers' attributional feedbacks negatively and believe that they are less competent than their nondisabled peers and should, thus, expect to accomplish less (Clark, 1997). In their study, Hornstra et al., (2010) found that teachers who held negative attitudes toward learning disability rated achievement of their students who are with a label of Dyslexia (as one type of learning disability) more negatively. Osterholm, Nash and Kritsonis, (2007) found in their article that synthesized studies published from 1970 through 2000 that learning disability labels have the potential to lower teachers' expectations and to increase their negative stereotypes- and attitudes- toward their labeled students. These negative and lower expectations, in turn, influenced academic achievement of labeled students and lowered their efforts. In addition to this study, previous research also confirmed the role of these negative and low expectations that teachers hold toward their students in producing self-fulfilling prophecies that, in turn, impact students' academic motivation, achievement and performance negatively (Madon, Jussim & Eccles, 1997; Osterholm, Nash & Kritsonis, 2007).

Wentzel (2002), found that students' academic achievement is significantly associated with their perception of teaching dimension of high expectations measured using items like "*the teacher calls on me to answer questions*" and "*the teacher trusts me*" (P. 292). Teaching dimension of high expectations for their pupils also constituted the significant predictor of pupils' motivational outcomes including pursuit of pro-social and responsibility goals, showing interest in class, and possessing internal locus of control. These findings lend support to the assumption that students will be motivated socially as well as academically by expectations to

perform to their full potential, whereas their achievement will be hindered by teacher's expectations for low performance (Wentzel, 2002).

Findings of a qualitative study conducted by Margaritoiu, Eftimie and Enache (2011) indicated that the negative self-image hold by the majority of adolescents with moderate and severe disabilities (69%) is a result of the mentality and negative attitude of society toward disability. Furthermore, low occupational aspirations of adolescents with disability are, according to the authors' interpretation, a result of exposure to- and receiving- the negative attitudes and labels (e.g., incapable, retard, incompetent, dependent, useless....etc.) which when internalized have the potential to drive the adolescents with disability who did internalize them to choose and pursue vocations that are appropriate to these labels that reflect types of social prejudices and negative stereotypes. This study further found that educational system offer and parental context have a great influence on future career option and school specialization of adolescents with mental disabilities. Specifically, 94% of adolescents with mental disabilities in this study reported that their occupation is greatly influenced by the educational system's offer and by their parents who did neglect their vocational interest. Choosing a school specialization to follow is hold by the educational system that guides the child vocational choice at the end of eight grade special school depending on multiple factors including schools' offer, type and degree of children's deficiency, their abilities and skills, but also family's desire (e.g., parents' interests and aspirations). Meaning that, the decision for the career of adolescents with moderate and severe disabilities does not belong to them, and that their voice has been largely ignored and neglected. While such neglect and ignorance of the interests and opinions of adolescents with disabilities is too deleterious, considering and supporting them has the potential to increase the chances for school and socio-professional integration (Margaritoiu, Eftimie & Enache, 2011).

Consistently, in a qualitative study Hetherington et al., (2010) examined the educational transition-process as experienced by adolescents with disabilities and their parents and found that students' knowledge of- and engagement in planning for- their future were too limited. Beside low levels of engagement and lack of knowledge, participated students further reported that their perspectives were not valued when they voiced personal, educational and career aspirations that were rarely supported by the educational planning process (Hetherington et al., 2010).

It would be important to note what has been cited in the social psychological literature with regard to the mechanisms by which stigma influences the stigmatized person and/or group. These mechanisms are: (a) negative treatment and direct discrimination; (b) expectancy confirmation processes or self-fulfilling prophecies; (c) automatic stereotype activation; and (d) identity threat processes (Major & O'Brien, 2005).

However, while presence of negative attitudes has been found to result in the whole above noted multiple negative consequences, reducing stigma and negative attitudes toward disabilities has been found to result in multiple positive outcomes. For instance, Banerji and Dailey (1995) highlighted in their article the importance and benefits of reducing stigma in educational and school setting as reported by teachers participating in- and implementing of- inclusion programs. Specifically, the authors in this term maintained that "Teachers and staff involved in providing services using the alternative "inclusion" services model often assert that students with disabilities thrive in the stigma-free environment, demonstrating academic and social emotional growth." (P: 511).

6.3.2 PROBLEMATIC BEHAVIORS

The other great barriers that prevent school-age students with disabilities from being successfully educated in a full inclusive school-setting where they could play and work with their classmates and peers who do not have disabilities, are problematic behaviors and adjustment difficulties that are highly prevalent among school-age students and specially among students who have disabilities. Students who exhibit these behaviors and disorders are more likely to be excluded by their typically developed counterparts, to disengage from school-setting and thus to fail in developing needed abilities and competencies needed for success in school.

Such problematic behaviors and disorders during school-age period could, for instance, include school delinquent behaviors that by definition refer to any "*act against persons or property in school that disrupt the educational process of teaching and learning.*" (Jenkins, 1995: 221), school-bullying, vocally or verbally aggressive (e.g., scream, labeling...), physically aggressive (throw, kick or disrupt furniture, hit or kick others), disruptive behavior (Renzaglia, Karvonen, Drasgow & Stoxen, 2003), school-refusal, attention problems and depression.

More importantly and on the basis of the broad definition of disability suggested by The National Crime Victimization Survey (NCVS), such problematic behaviors and adjustment difficulties also constitute some types of disability (see Turner et al., 2011). Accordingly, excluding these students is also due to their disability. This view is consistent with the Medical Model of Disability which states that any deficit within the individual that interferes with and prevents the functioning and participation in activities should be considered as disability (Dean, Burns, Grialou, & Varro, 2006; Llwellyn & Hogan, 2000; Pledger, 2003).

However, important to note that such disorders occur in a dynamic and reciprocal social context, and thus could result from this interaction between the school-age students who have disabilities and the social context in which they are growing up (Renzaglia, Karvonen, Drasgow & Stoxen, 2003). Consequently, research aiming at promoting inclusion by reducing such disorders will be always incomplete when it solely focuses on students with disabilities who exhibit such disorders while ignores the impact of the social systems that may play a substantial role in increasing such disorders that as noted previously constitute basic barriers to develop a successful inclusive setting. Briefly, reducing such disorders and problem behaviors should always contain strategies directed at changing both parts of this interaction that produced these negative outcomes (i.e., the social context and the school-age students who have disabilities and who exhibit these disorders) (Renzaglia, Karvonen, Drasgow & Stoxen, 2003). Consistent with this line, the International Classification of Function Disability and Health (World Health Organization, 2001) argues that the environment is an important modifier of participation. Environmental factors in this term are those factors related to the physical elements of an environment as well as the supports and relationships, attitudes and services, and systems and policies found within a specific context (Brown, et al., 2013: 223).

For instance, research in this line could focus on studying influence of presence vs. absence of vision and learning aids that help students with blindness and visual impairment to access school curriculum and to learn like their typically developed counterparts. The focus can be also directed at examining the impact of presence vs. absence of school-literature that represents disability positively in order to promote healthy and positive attitude toward disability and thus to increase acceptance of difference. This research can also focus on presence vs. absence of visual support and technology and media based support that facilitates social interaction of

disabled students like Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder. Studying impact of presence vs. absence of discrimination against disability can be also very interesting for such type of research work....etc.

However, placing great importance on the potential of social context in triggering such negative outcomes by the whole students in general and specifically by those who have disability comes in line with the social, transactional and ecological models of disability that underscore importance of the influence of the surrounding and the influence of the interaction between the surrounding and the disabled individuals.

Buckley, Bird, Sacks and Archer (2006) found significant relation between defects in expressive communication skills as manifested in difficulties in expressive language ability and difficult behaviors. According to the authors' interpretation, there are two ways to explain this association. Firstly, these difficult behaviors could serve as a way to communicate needs of teenagers who suffer from communication difficulty and disability given that they lack the language needed to express these needs. Secondly, such difficult behaviors can be seen as a response to the frustrating interactions and situations these disabled teenagers are experiencing and exposed to during their daily life. However, such interpretation can find support in theories that explain causes of delinquency and problematic behaviors including school delinquency, depression, isolation, obesity and substance abuse.

6.4 HOW DOES INCLUSION INFLUENCE PREPARATION OF SCHOOL TO WORK TRANSITION AMONG STUDENTS WITH DISABILITIES?

Throughout the literature the inclusion movement has been found to exert a positive impact on disabled and nondisabled students, their parents and their teachers (Salend & Duhaney, 1999; Specht, 2013). Consistently, previous research documented that inclusion has positive social, affective educational and academic outcomes for students with and without disability. Educating children in inclusive settings has been found to result in better health and quicker progress in school among all students. These students enjoyed going to school and interacted more positively with their classmates and peers than students who did not attend such inclusive setting (e.g., Banerji & Dailey, 1995; Finke, McNaughton & Drager, 2009; Guralnick, 1994; Martinez, 2006; Odom & Diamond, 1998; Peck, Staub, Gallucci, &

Schwarz, 2004; Rafferty, Boettcher & Griffin, 2001; Rafferty & Griffin, 2005; Salend & Duhaney, 1999; Sautner, 2008; Specht, 2013).

Given that the major objective of the inclusion-education is to meet the needs of all learners and especially of those who have disabilities by removing and countering all barriers that undermine learning and participation of these students in school and learning activities and tasks (Waitoller & Artiles, 2013), past research tried further to explore and find out the negative consequences that may result from educating disabled and nondisabled children together in the inclusive schools. These negative outcomes can constitute basic and further barriers that hinder creation of an effective inclusive school-setting where all students and specially students with disabilities have the opportunity to participate and learn (Martinez, 2006; Salend & Duhaney, 1999). These drawbacks have also the potential to reduce confidence of disabled and nondisabled children, their parents and teachers and the whole society in the effectiveness of inclusive programs.

The following two subsections will deal with this matter by reviewing results of some studies conducted to study the negative as well as the positive influence of inclusion on students with disabilities and their typically developed counterparts. Besides reviewing studies that studied this matter from the students' perspective, other studies that focused on parents' and teachers' perspectives will be also considered.

6.4.1 NEGATIVE INFLUENCE OF EDUCATING STUDENTS WITH AND WITHOUT DISABILITIES IN INCLUSIVE SCHOOL-SETTING

A number of drawbacks, challenges and negative consequences of educating children with disabilities and their typically developed counterparts in inclusive based school have been identified in the literature (e.g., Banerji & Dailey, 1995; Finke, McNaughton & Drager, 2009; Peck, Staub, Gallucci, & Schwarz, 2004; Rafferty, Boettcher & Griffain, 2001; Rafferty & Griffin, 2005; Salend & Duhaney, 1999).

Such drawbacks do not only influence students with disabilities in a deleterious manner, but they also have the potential to worsen school-life of typically developed classmates, and thus undermine the effectiveness of the inclusive school. Accordingly, these negative consequences, as reported by students, their parents and/or teachers, constitute major barriers that increase negative attitudes toward

inclusive schools, counteract the perceived benefits result from implementing inclusive program and thus undermine confidence of all parties participated in this experience in the effectiveness of inclusive programs (Gurlanick, 1994).

For this reason, it could be assumed that understanding and studying the movement of inclusion will be always incomplete when research efforts solely focus on studying positive impact of inclusion while ignore the negative side or the negative consequences that may result from implementing ineffective inclusive program. However, the current research prefers to consider the negative consequences of inclusion as major barriers that should be countered and minimized in order to develop an inclusive school where all students, including students with disabilities and their typically developed counterparts, can learn and participate. The current research preference comes in line with previous research that assumes that negative consequences of inclusion programs could be minimized when the inclusive program is of high quality and when it provides the whole resources sufficient to prevent any developmental disadvantage that may result from participating in mainstreamed programs (e.g., Gurlanick 1994; Rafferty, Boettcher & Griffin, 2001). However, the following subsection will deal with this matter by reviewing some of the existent studies that focused basically on assessing and studying negative influence of implementing inclusive programs on disabled and nondisabled students.

6.4.1.1 NEGATIVE INFLUENCE OF INCLUSION ON STUDENTS WITH DISABILITIES

Almost all studies agreed that educating students with and without disabilities in inclusive school could result in rejection and ignorance of children with disabilities by their teachers and their typically developed classmates (Gurlanick, 1994; Rafferty, Boettcher, & Griffen, 2001). In this line, Gurlanick (1994) documented that rejection of children with special needs by their peers and the upset that the parents of these children may experience from seeing this mistreatment may explain the avoidance and the lack of enthusiasm for fully inclusive programs. Providing a safe and caring school and preventing violence and school-bullying in school-setting have been, therefore, considered as a basic, but not the only, requisite to create and develop an inclusive classroom-context where all students, including those who

have disabilities and special educational needs and their typically developed counterparts, have the opportunity to learn and to participate (Sautner, 2008).

Children with disabilities have been also found to suffer from high level of stress in inclusive school-setting (Finke, McNaughton & Drager, 2009), and from difficulties result from lack of qualified teachers and special help/service (Gurlanick, 1994).

PARENTS' PERSPECTIVE

In their study Rafferty, Boetcher and Griffen (2001) documented that the major problems that students with disabilities may confront in inclusive school-setting as reported by a substantial minority of parents of disabled children included absence of the qualified teachers, inadequate teacher attention, inadequacy of special help and services, and ignoring/unrecognizing children with disabilities by their teachers. Rejecting children with disabilities by their peers and classmates has been also cited in this study as a major problem that could influence their emotional development deleteriously (Rafferty, Boetcher & Griffen, 2001).

TEACHERS' PERSPECTIVE

In their study Finke, McNaughton and Drager (2009), studied teachers' opinion about negative influence of inclusion on children with autism and found that students with autistic spectrum disorders who are enrolled in an inclusive school-classroom are more likely to experience high levels of stress as a result of irregular routines and increased noise and activity within the included classroom. Given that children with autistic spectrum disorder are too sensitive to what is going on around them, they are more likely to become overstimulated when the noise in the classroom increased (e.g., such noise may occur when the typically developed classmates are working on their desks, completing class activities and reading aloud). Consistently, this study cited that the need to deal with increased environmental activity and noise constitutes one major challenge that these students confront when they are educated in an inclusive based-school. The other challenge as the results indicated is the need for increased communication and social skills.

These challenges have been illustrated by one of the participating teacher as follows:

"Autistic children sometimes have frustrations or negative reactions to the social piece and not knowing how to communicate that ... not having the social skills to interact with their peers" (Finke, McNaughton & Drager, 2009: 117).

6.4.1.2 NEGATIVE INFLUENCE OF INCLUSION ON STUDENTS WITHOUT DISABILITIES

Literature further cited how implementing inclusive program could also result in negative consequences that deleteriously impact students who are typically developed. For instance, including students with disabilities may increase level of noise and distraction in the school-classroom and may disrupt classroom's order and other academic activities of their typically developed classmates (Finke, McNaughton, & Drager, 2009). Typically developed students who are educated in inclusive classrooms are also more likely to suffer from frustration, discomfort, fear and fright of strange and challenging behaviors, behavioral characteristics, physical appearance and lack of social skills of the disabled children. They are also more likely to lack the adequate and needed time and attention from their teachers and to become underachievers (Boetcher & Griffin, 2001; Finke, McNaughton, & Drager, 2009; Peck, Staub, Galluci & Schwarz, 2004; Salend & Duhaney, 1999).

Concerning the high levels of discomfort and negative experiences that typically developed students may experience when they are educated in an inclusive classroom where disabled students are included, previous research (e.g., Salend & Duhaney, 1999; Sautner, 2008) lent support to these results when confirmed that to have an effective inclusive classroom, educators should focus on fostering behavioral, social and academic skills among all students and specifically among those who have disabilities since such skills will allow them to establish an effective social relationships and to succeed in their school-life.

Consistent with this line, Salend and Duhaney, (1999) maintained that:

"[...] to implement inclusion programs that have positive outcomes for students with and without disabilities, educators need to assist students with disabilities in developing the appropriate social and behavioral skills that allow them to be integrated into the social and academic fabric of the class [...]"(p. 123).

PARENTAL PERSPECTIVE

A study conducted by Rafferty, Boetcher and Griffin (2001) documented important results about parents' opinion about the influence of inclusion on typically developed students. According to the parents of the typically developing children, inclusion might result in high levels of negative consequences for typically developing children, including an increased level of fright as a result of the strange behavior exhibited by the disabled children. Typically developed students may also experience difficulty in maintaining order in classrooms as a result of the behavioral problems exhibited by children with disabilities. This study also documented that typically developed students may learn and acquire such negative behaviors displayed by the disabled students. Finally, parents also reported that their typically developed children might also not receive adequate attention from their teachers, not receive their fair share of resources, and thus become underachievers (Rafferty, Boetcher & Griffin, 2001).

In a study conducted by Peck, Staub, Gallucci, & Schwarz (2004), disruptive behavior of disabled students emerged as a major barrier that undermined effectiveness of inclusion. Consistently, parent's narrative comments that reflected negative evaluations of their child's participation in an inclusive classroom basically referred to the deleterious influence of the disruptive behavior exhibited by other students on their children's education, on teachers' job and time and on the normal classroom routines in general.

To quote, one of the participating parents in this study maintained that:

"I would not mind my children being in another class with children who have disabilities, but I would not like it if they were children with behavior problems. Those with only physical or mental disabilities are fine—it's good for other children to learn to accept and help. However, there was one child who was so disruptive that it took away too much of the teacher's attention." (p. 140)

Another participant also commented how disruptive behavior influence typically developed children as well as their teachers by saying:

"My fourth grade daughter has some extremely disruptive children in her class that many parents find unfair to the kids and the teacher. Two boys in particular cannot participate in a group atmosphere and never should have been allowed to be included in a standard classroom. These boys' disability is unknown to me, but they have jeopardized the teacher's job and my daughter's fourth grade education." (p. 140).

Parental narrative comments further confirmed that inclusion did not have a great positive impact on their typically developed children's academic progress and school work due to the unjust distribution of the educational resources (e.g., teachers' time and attention) by allocating greater resources to support students who have disabilities and ignoring typically developed students (Peck, Staub, Gallucci, & Schwarz, 2004).

In spite of the above noted negative consequences and outcomes that could result from implementing inclusion program, previous research also maintained that such drawbacks and negative consequences could be minimized when the inclusive program is of high quality and when it provides the whole resources sufficient to prevent any developmental disadvantage that may result from participating in mainstreamed programs (e.g., Gurlanick 1994; Rafferty, Boettcher & Griffin, 2001; Salend & Duhaney, 1999; Sautner, 2008).

Consistently, previous studies underscored importance of availability of enough school-staff and teachers who are properly trained to work with disabled and non-disabled children in inclusive classroom in increasing effectiveness and success of inclusion (Rafferty, Boettcher & Griffin, 2001).

Previous research (e.g., Salend & Duhaney, 1999; Sautner, 2008) underscored, further, importance of promoting behavioral, social and academic skills among all students and specifically among those who have disabilities as effective strategy to create an effective inclusive classroom since such skills will allow all students to build positive social relations and to reach success in their school. Sautner (2008) in his qualitative study stressed importance of providing a safe and caring school and necessity of preventing violence and school-bullying in school-setting as a basic, but not the lonely, requisite to create an inclusive classroom where all students, including those who have disabilities and special educational needs and their typically developed counterparts, have the opportunity to learn and to participate.

TEACHERS' PERSPECTIVE

Finke, McNaughton and Drager (2009) cited multiple negative consequences of inclusion for typically developed classmates as reported by elementary school teachers who had included children with autism spectrum disorders in their general education classrooms. Specifically, this study found that including students with

autism spectrum disorders could negatively influence the typically developed classmates by increasing noise distraction and disruptions for the other students in the classroom, increasing feelings of frustration, fear of challenging behaviors exhibited by the child with autism spectrum disorders, and frequent interruptions in the classroom tasks and activities in order to provide needed services to the child with autism spectrum disorders (e.g., whenever psychologists come in to observe the autistic student weekly, the teacher must stop and refocus the class.). Research also cited that children without special needs may not receive adequate time and attention from their teachers in inclusive school setting (Finke, McNaughton & Drager, 2009; Gurlanick, 1994).

6.4.2 POSITIVE INFLUENCE OF EDUCATING STUDENTS WITH AND WITHOUT DISABILITIES IN AN INCLUSIVE SCHOOL-SETTING

6.4.2.1 POSITIVE INFLUENCE OF INCLUSION ON STUDENTS WITH DISABILITIES

Previous research documented that inclusion can positively influence the developmental task of school engagement, school completion and school to work transition.

Using quantitative and qualitative approaches, Banerji and Dailey (1995) studied the multiple outcomes of an inclusion program on attitude toward school, motivation, self-concept, and academic performance in reading and writing of elementary-school students with learning disabilities (LDs.) and their average-achieving classmates. Findings suggested that comparing to normally achieving students (NA), students with specific learning disabilities (SLDs.) made some academic and affective gains following the participation in this inclusive program.

Specifically, Banerji and Dailey (1995), found that after participation in the inclusion program for 3 months, the reading and writing progress of the students with LD was similar to the progress of their peers without disabilities. Furthermore, results also showed that at the end of the school year, the normally achieving (NA) students did not show significantly higher means in overall attitude toward school, motivation, or self-concept, when compared to students with specific learning disabilities (SLD). Results concerning motivation, which have been measured using items such as *“I feel like I belong in my school; I get along well with my classmates; I come to school regularly; I get along well with my teachers and school principal; I am well behaved in*

class; I ask for help when I need it; I try to do well in school; I try to concentrate on learning most of the time; I enjoy school.” (p. 219), also state the influence of inclusion on increasing school-engagement among students with disabilities (researcher’s interpretation).

Anecdotal data of Banerji’s and Dailey’s study indicated that students with specific learning disabilities (SLD) who have been educated in an inclusion program did not feel or behave differently from other students who have been served within the same inclusive context. Students with special learning disabilities (SLD) furthermore were not perceived as different (Banerji & Dailey, 1995). In this line, it would be also important to repeat what has been already cited in this research work concerning considering “being different by virtue of having disabilities” as a typical cause of school-bullying directed at other students and classmates who have disabilities (Sweeting & West, 2001; Thornberg, 2010). However, beside academic and social-behavioral growth resulting from participating in the inclusion program, there were, according to the observers’ comments, improvement in self-esteem and motivation of the students with specific learning disabilities (SLD). Implementing inclusive programs has been also found to result in a sharing, caring school climate where all students seem to have the opportunity to learn and work together (Banerji & Dailey, 1995).

However, the anecdotal data of Banerji’s and Dailey’s study seemed to highlight benefits of inclusion for all students, particularly with respect to the removal of negative attitudes toward students with disabilities in the inclusive classrooms (Banerji & Dailey, 1995). Such results may underscore the importance of inclusion as an effective and needed strategy in school-context as it has the potential to counter the negative influence of negative attitudes and stigma. In this term, Banerji and Dailey (1995) highlighted in their article the importance and benefits of reducing stigma in educational and school setting as reported by teachers participating in and implementing inclusion programs.

Specifically, the authors, in this term, maintained that:

“Teachers and staff involved in providing services using the alternative “inclusion” services model often assert that students with disabilities thrive in the stigma-free environment, demonstrating academic and social emotional growth.” (P: 511).

Influence of inclusion in reducing stigma and negative attitudes toward disabilities has been also supported by previous research that cited that typically achieving students who attend the non-inclusion school are more likely to engage in stereotyping and perceive diversity as well as students with disabilities more negatively than other typically students who are educated in an inclusive setting (Salend & Duhaney, 1999).

The literature review conducted by Salend and Duhaney (1999) constitutes the further valuable source that supports the positive impact of inclusion. In this literature review, the authors studied the impact of inclusion programs on the academic performance and social development of students with and without disabilities and on general education (GE) and special education (SE) teachers. Talking about the impact of inclusion on students with disabilities, studies reviewed in this literature review have reported that placement in inclusion programs led to various educational outcomes and academic gains for students with disabilities, including improved performance on standardized tests, improved reading performance, grades, on task behavior, motivation to learn, fewer incomplete assignments, positive interactions with peers, and positive attitudes toward school and learning.

Salend and Duhaney (1999) further reported studies that used observations and socio-metric techniques to examine the social interaction patterns between students with severe disabilities and their typically developed classmates and found that students with severe disabilities in inclusion programs interact with others more often, receive and offer high levels of social support, and develop more long lasting friendships with General Education (GE) classmates. Salend's and Duhaney's article further cited other studies that utilized rating scales, surveys, and interviews to measure the impact of placement in inclusive setting on the social functioning of students with mild disabilities and found that these students developed reciprocal friendships with other students, and did not differ from their typically developed classmates on measures of self-concept, attitudes toward school and disruptive behavior. This review further reported that in inclusive settings students with learning disabilities (LDs) developed a greater number of reciprocal friendships with other students and showed improvements in their self-concepts.

Salend and Duhaney (1999) further cited that implementing intervention aimed at informing typically students about disabled students, interpreting behaviors of the disabled students, and using multiple activities to facilitate social interactions between students with disabilities and their typically developed counterparts resulted in a significant increase in social interaction as initiated by students with disabilities, and further increase in reciprocal interaction between disabled students and their typically counterparts, which in turn results in decrease in assistive behavior (Salend & Duhaney, 1999).

Social benefits of inclusion for students with learning disabilities could include strengthening the social functioning of students with LD by maximizing their social contact with the typically developed peers, promoting social integration, mutual friendships, and satisfaction at school (Martinez, 2006).

Influence of inclusive school context on positive academic outcomes like for instance school engagement has been also documented by Sautner (2008) who found that inclusive school contexts responsive to the needs of all students including those who have special educational needs allowed students to experience a greater sense of belonging and acceptance. Results also indicated that an inclusive, safe and caring school environment contributes to students' academic achievement and leads to an improvement in their behaviors (Sautner, 2008).

Findings reported by Guralnick (1994) lent support for the potential of mainstreaming in promoting the acceptance of children with disabilities in their community, preparing children with disabilities for the real world, encouraging students with disabilities to learn to a greater extent, and providing students with disabilities with opportunities to participate in interesting and creative activities (Guralnick, 1994).

Recently, Kracke 2014 cited that when students with special educational needs are educated in an inclusive school setting they are more likely to learn more and to accomplish greater level of academic competencies in multiple domains including reading, counting and calculation, writing and listening competencies (Kracke, 2014). In a consistent line, Kocaj et al., (2014) studied the influence of school type (i.e., inclusive vs. special school setting) on the school competencies of students with special educational needs and found that students with special educational needs

who are educated in an inclusive school setting scored significantly higher in all school competencies tested in this study, including German reading, listening comprehension and math tests, than their counterparts who were educated in special schools (Kocaj et al., 2014).

PARENTS' PERSPECTIVE

Research work further focused on studying the influence of implementing inclusive programs on students with and without disabilities from parental perspective. In a consistent line, Rafferty, Boettcher and Griffin, (2001) found no statistically significant differences between parents of children with and without disabilities with regard to benefits of inclusion for children with disabilities. Accordingly, almost all parents participated in this study were in agreement with the positive impact of inclusion on children with disabilities as manifested in increasing level of acceptance of these disabled children in their community, helping them to develop independence in self-help skills and providing them with more chances to participate in a variety of activities. Inclusion according to these parents can also help the disabled children to become prepared to function effectively in the real world and can enable them to learn more since it (i.e., inclusion) provides them with a chance to observe typically developing children (Rafferty, Boettcher & Griffin 2001).

Parents participated in the study conducted by Banerji and Dailey (1995) also confirmed that their children who have specific learning disabilities (SLDs) get multiple affective outcomes after participating in an inclusive program. These outcomes manifested in improvement in self-esteem and motivation. Specifically, results showed no significant differences between parents of specific learning disability (SLD) and normally achieving (NA) students on their response patterns on items measuring their perceptions of their children's motivation (*e.g.*, "My child feels like he/she belongs in the school"), their interaction with others (*e.g.*, "My child interacts well with his or her schoolmates") or the child's confidence and pride in his or her school-work (*e.g.*, "My child seems proud of his or her schoolwork; My child seems confident")(Banerji & Dailey, 1995).

TEACHERS' PERSPECTIVE

In 2009 Finke, McNaughton and Drager conducted a qualitative study aimed at exploring the experience of five elementary school-level general education teachers who had included children with autism spectrum disorders in their general education classrooms. To obtain information from the participating teachers about the benefits of educational inclusion, researchers asked them to answer specific questions such as *“(1) What are the benefits of including children with Autism in general education classroom?; (2) Think about and comment specifically in terms of benefits to and for: (a) the general education teacher, (b) the child with Autism (c) the other children in the classroom, (d) the other staff, (e) learning support, (f) parents.”* (p. 122). In general, this study found that opinions about the inclusion are positive.

Specifically, results indicated that benefits of inclusion for students with autism who have been included in general education classrooms were basically manifested in high level of participation in the classroom and with classmates, reduction in challenging behaviors, and in a greater skill development. Participants reported that inclusion provides the child with autism with increased opportunities for social interactions with typically developing peers which in turn provide students with autism with the same-age role models and positive role models and examples of appropriate classroom behaviors. Such social interaction could provide students with autism the chance to access to kid thinking and speaking that can at times be clearer to other kids than when said by an adult. Inclusion further allows the students with autism to build friendships and relations in the classroom and not only out on the yard. This study further found that inclusion was also beneficial for parents of children with autism by providing them with the chance to access to a new social network including parents of other children with and without disabilities and to interact socially in a situation that accepts their children who have disabilities.

Results of another study carried out by Banarji and Dailey (1995) revealed that teachers' opinions about the impact of inclusion or about the influence of participation in inclusive program on students with specific learning disabilities (SLDs.) were positive and confirmed that participation in an inclusive program provided students with specific learning disabilities (SLDs.) with academic and affective gains. In this term, results of teachers' survey indicated that teacher's

perceptions of behaviors of students with specific learning disabilities (SLD) and their normally achieving (NA) counterparts, measured using items such as *“The student attends school regularly,” “The student is not disruptive in class,” “The student seeks help when needed,” “The student wants to perform well in school,” “The student understands what I am teaching,” and “The student expresses that he or she feels good about his or her learning”* (P. 517), were also not different (Banerji & Dailey, 1995).

However, important finally to conclude that almost the whole above reviewed studies and results can be used as an evidence that lends support to the influence of inclusion on promoting school-engagement among students with disabilities. This interpretation is, however, derived from the fact that most of the items have been used to measure motivation refer to multiple dimensions of school-engagement. For instance, regular school attendance, low level of problematic and disruptive and school-delinquent behaviors and increased level of concentration on learning and school work constitute important indicators of behavioral dimension of school engagement. Furthermore, high level of sense of belonging, enjoying positive relation and interaction with classmates, teachers and school staff and willingness to seek help from others in school setting constitute important indicators of affective or emotional dimension of school engagement (Fredricks, Blumenfeld & Paris, 2004).

6.4.2.2 POSITIVE INFLUENCE OF INCLUSION ON STUDENTS WITHOUT DISABILITIES

Existing research suggests that inclusion not only is beneficial for students with disabilities who are educated in inclusive setting, but also can have positive influence on the nondisabled students who are educated in the same inclusive programs or settings. In this line, it has been documented that research aiming at studying the effectiveness of inclusion programs has basically focused on examining the impact of including students with disabilities in the school-classroom on the academic outcomes and social behaviors of their nondisabled classmates (Finke, McNaughton & Drager, 2009; Guralnick, 1994; Rafferty, Boettcher & Griffin, 2001; Salend & Duhaney, 1999).

Consistent with this line, in their literature review, Salend and Duhaney (1999) found that placement of students without disabilities in inclusion programs does not

interfere with their academic performance and has several social benefits for these students. Specifically, this literature review documented results of studies conducted across elementary, middle, and high school levels and found that placement of students with disabilities (severe, mild and moderate) in inclusive classrooms did not seem to have a significant influence on the amount of instructional time and teacher's attention that students without disabilities, who are served in the same inclusive classroom, received. Inclusion also does not influence achievement test scores and grades of students without disabilities. Nondisabled students had positive views of inclusion and believed that placement in inclusion program or settings resulted in maximizing their acceptance and understanding of individual differences in physical appearance and behavior; promoting their awareness and sensitivity to the others' needs and provide them with greater opportunities to build and maintain meaningful friendships with disabled students. These studies further showed that typically achieving students who attended inclusion schools were able to suggest various strategies needed to promote such friendships (e.g., using cooperative grouping arrangements, sharing information about disabilities, and implementing social activities that promote interactions between students), they also perceived their friendships with students with moderate and severe disabilities as beneficial for increasing personal growth, acceptance of others, and human diversity, and satisfying some of their personal needs, including being viewed as important person; recognizing their own strengths; finding companionship, security, and comfort. They further viewed inclusion as beneficial experience for improving social and interpersonal skills of disabled students. This literature review also documented studies comparing the effects of a traditional school (i.e., a non-inclusion-based school) and inclusive school (i.e., an inclusion-based school) on middle school students' perspective of diversity and inclusion. Results indicated that while students in inclusion-based schools showed an increased acceptance and understanding of individual differences, students attending the non-inclusion school were more likely to engage in stereotyping and held negative attitudes about diversity and students with disabilities.

However, this literature review concluded that to implement inclusion programs that have positive outcomes for students with and without disabilities, educators should assist their students with disabilities in developing the appropriate social

and behavioral skills that allow them to be integrated into the social and academic fabric of the class. Further, educators can also employ multiple strategies *“to make learning about individual differences and facilitating friendships among students integral parts of their curriculum and to teach students with and without disabilities how to initiate, respond to, and maintain positive, equal status social interactions with their peers.”* (Salend & Duhaney, 1999: 123-124)

Diamond and Carpenter (2000) studied the extent to which educating children in inclusive program has the potential to promote children’s ideas about pro-social behavior and about strategies they may use to help others who have disabilities. Results revealed statistically significant differences in helping strategies between children enrolled in inclusive preschool classes and their counterparts who enrolled in preschool classes with typically developing children only. Specifically, children in inclusive early childhood classrooms had more ideas about- and strategies for- helping others, particularly people with disabilities, than did those enrolled in classes that do not include children with disabilities.

Inclusive setting further provided students the chance to observe others (e.g., teachers and other classmates) who are helping the disabled students with classroom tasks. This study further found that children in inclusive classes were more likely than other children to refer to a child’s disability in their responses when suggesting helping strategies. According to the authors, these findings could be also used to support benefits of inclusion. It seems that regular opportunities inclusive settings provide to interact with age-mates with disabilities are associated with greater awareness of- and sensitivity to- the special needs of others who have disabilities, and greater knowledge and ideas regarding strategies to help them. These findings could be also interpreted in a view of the previous research which found that normally developing children in inclusive preschool classes are more aware of the competencies and difficulties of people with disabilities than are children who did not experience such interactions with this sample (i.e., disabled classmates). This study further found that students enrolled in inclusive preschool classes received higher ratings of pro-social behavior from their teachers, than children enrolled in preschool classes for typically developing children.

PARENTS' PERSPECTIVE

Rafferty, Boettcher and Griffin (2001) compared the attitudes of parents of preschoolers with and without disabilities, who attended reverse inclusion classes in a community-based preschool program, on scales developed to measure the perceived benefits of inclusion for the disabled as well as the typically developed children and found no statistically significant differences between both parents on their perceptions of benefits of inclusion. Specifically, findings indicated that most of the parents participating in this study agreed that inclusion has a positive impact on typically developing children and helps them to develop sensitivity to others, understand and accept differences in people, become more aware of their own strengths and weaknesses (Rafferty, Boettcher & Griffin, 2001).

A further study that lends support to the positive impact of inclusion on the social as well as academic dimensions of school-life of typically developed students who are enrolled in an inclusive classroom has been conducted by Peck, Staub, Gallucci and Schwarz (2004). This study aimed at evaluating parental perceptions about the influence of participation in inclusive school-classroom, in which a child with severe disabilities was enrolled full time, on the academic progress and the social and emotional development of their typically developed children and on the climate and functioning of the classroom.

Concerning impact of inclusion on the child academic progress on school-work, results of Peck et al., (2004) indicated that the majority of the participating parents (seventy eight percent) believed that academic progress of their typically developed children has not been negatively influenced by enrolling them in an inclusive school-classroom in which a child with severe disabilities is included/educated. However, only 15% of the participating parents reported that their child's progress on school-work improved.

Parents' responses further confirmed positive influence of inclusion on the social and emotional development of the typically developed children and indicated that children's sensitivity to others' needs, their acceptance of differences, and their positive feelings toward themselves greatly maximized after their participation in an inclusive classroom.

Further objective of this study was to evaluate views of parents of typically developed children about the influence of including children who have severe disabilities on the classroom climate. Parents' responses on survey questions reported in general that inclusion had either a positive or neutral effect on classroom climate. Half of the parents responding to the survey questions also indicated that they believed the overall emotional climate of the classroom had improved when children with severe disabilities were included (Peck, Staub, Galluci, & Schwarz, 2004).

This study further analyzed comments added by parents about aspects of their children's experience in inclusive setting. However, although a number of parents' narrative comments reflected the perspective that their child had benefited "socially" but not "educationally" from the experience of having a classmate with severe disabilities, these comments were congruent with their responses to the survey questions when it emphasized the positive impact of inclusion on their children's academic as well as social outcomes. Consistently, the responses and comments referred to the positive influence of inclusion in promoting positive self-perception, increasing awareness of others' needs and acceptance of difference, and increasing level of involvement in supporting and helping the disabled classmates. For instance, one of the responding parents who participated in this study referred to the positive influence of including students with severe disabilities on academic as well as social outcomes of other students who suffer from medical conditions (e.g., those who need Chemotherapy). Specifically, it seems that inclusion of students with severe disabilities provides such sick students with an inclusive school context, that is free from stigma and negative attitude, which in turn leads to significant increase in academic outcomes of all children who are educated in the same inclusive school-classroom.

In this term, this participant commented that

"Chemotherapy is hard to understand for the general public. My son having to bear this for three years has been very challenging-but being with other children who have disabilities has made him feel accepted and not singled out. Had always had an "A" average, and he continues to because he was not minimized socially." (Peck, Staub, Gallucci, & Schwarz, 2004: 139).

TEACHERS' PERSPECTIVE

Previous studies also cited teachers' opinion about the positive influence of inclusion on nondisabled students. For instance, teachers who participated in a qualitative study carried out by Finke, McNaughton and Drager (2009) reported that successful inclusion of students with autism, as manifested in the full participation of the children with autism in age appropriate and general education (GE) classrooms and in academic and social activities in these classroom, has positive influence on the nondisabled students who are educated in the same inclusive settings and classrooms by increasing their understanding and acceptance of difference and diversity, increasing their awareness and acceptance of children with autism, and improving their social, academic and leadership skills.

In this term, one of the teachers who included children with autism in their (GE) classrooms and who participated in this study commented that:

"Inclusion has also helped my other students develop a sense of individual differences, compassion and understanding of individual needs." (Finke, McNaughton & Drager, 2009: 114 -115)

Another teacher also commented that:

"the typically developing kids learn to act as a role model, they learn alongside the student with autism and at times are able to be the 'expert' which kids do not often get the chance to be." (Finke, McNaughton & Drager, 2009: 115)

6.4.3 ROLE OF INCLUSION IN ACCOMPLISHMENT OF DEVELOPMENTAL TASKS OF CAREER PREPARATION OF STUDENTS WITH DISABILITIES

In their literature review Salend and Duhaney (1999) cited that placement in inclusive programs resulted in a greater success in making the transition to adulthood among students with disabilities. Specifically, it has been found that during secondary school, students with disabilities, and especially those who have physical disabilities, who enrolled in more General Education (GE) classes were more likely to experience effective transition to adulthood as manifested in higher levels of attendance of postsecondary academic programs, getting employment and earning higher salaries, living independently, being socially integrated into their communities and being married or engaged (Salend & Duhaney, 1999).

Baer et al., 2011 found in their study that educating students with (ID) intellectual disability (ID)/mental retardation (MR) in inclusive school classes does emerge as a significant predictor of- and a needed prerequisite for- participation in postsecondary education despite that these results also documented that this sample in general had less opportunities to participate in inclusive post-secondary education than other disability groups. Authors of this study ended up by highlighting importance of providing children with intellectual disability (ID) who desire enrollment in post-secondary education programs with greater opportunities to participate in inclusive schools (Baer, Daviso, Flexer, Queen & Meindl, 2011).

In a similar line, Hudson et al., (1988) interviewed adults with handicaps who have been successfully employed to examine and explore factors that contributed to their successful transition from school to work. Findings of this case study revealed that school context that integrates students with handicaps into regular school programs is seen as contributing to post-high school adjustment and thus results in a successful transition of students with handicaps as these mainstream classes can provide these students with opportunities and chances to interact with peers without handicaps.

In this term the authors maintained that: *"Mainstream classes can provide these students with the "real world" interactions with peers without handicaps that are essential for successful transition."* (Hudson et al., 1988: 13)

However, research literature is relatively weak in connection with the influence of inclusion in promoting developmental tasks of career preparation among students with disabilities. Consistently, Kracke (2014) recommended that more research is needed to study the influence of inclusion on preparing for future career during secondary-school period and thus on promoting effective transition from school to career among all students and especially among thus who have special educational needs (Kracke, 2014).

Furthermore, most of the existent studies have also dealt with this matter by studying the influence of exclusion in increasing negative outcomes (e.g., school refusal, attention problems, School-bullying, Social isolation, school delinquency, anxiety, underachievement, depression, low motivation, low expectations and aspirations) that have the potential to undermine accomplishment of the

developmental tasks of school engagement and school-completion, to increase drop-out of school, and to decrease level of engagement in preparing for a future career. In this term, an inclusive school-setting could be considered as an effective factor and strategy needed to increase level of protection against such negative outcomes. This line of research, however, advocates for importance of considering and knowing the ways in which inclusion could be promoted.

In a view of above and as a result of the paucity of studies that study influence of inclusion in increasing career preparation, the current research is studying this matter by focusing on the multiple factors that constitute prerequisites needed to accomplish multiple tasks of career preparation. Such prerequisites could be considered as a result of increasing level of inclusion of students with disabilities in school-setting. The present research-work considers promoting school-engagement as an important prerequisite needed to prepare students with disabilities for their future career. This assumption is, however, built on the theoretical models of school-engagement that propose that students are highly engaged in school when they have high levels of academic and career aspirations (e.g., Appleton, et al., 2006).

PART II: INTERVIEW STUDY

7. RESEARCH QUESTIONS

Career preparation is an important developmental task for students with and without disabilities during the school-age period (Dietrich, Parker & Salmela-Aro, 2012; Hirschi, 2011; Koivisto, Vinokur & Vuori, 2011; Kracke, 1997, 2002; Pfeiffer & Pinquart, 2011, 2012; Rogers, Creed & Glendon, 2008). Participation in career preparation activities (e.g., work experience, vocational training and experiential prevocational training and exploration that contain exposing students to multiple types of career options job opportunities) has been considered as a basic strategy to achieve effective transition from school to college and work among students with disabilities (Hudson et al., 1988). However, previous research documented that students with disability (e.g., visual impairment; Learning Disability; Attention Deficit Hyperactivity (ADHD); Autistic Spectrum Disorders) show low levels of career preparation and career development (e.g., low levels of career exploration and planning), and lower levels of goal engagement of developmental task of career choice in relation to their typically developed counterparts (e.g., Bell, 2012; Hitchings, Luzzo, Ristow, Horvath, Retish and Tanners, 2001; Ochs & Roessler, 2004; Pfeiffer & Pinquart, 2012; Wehman et al., 2013). Special education students have been also found to possess lower levels of Career Decision Making Self-Efficacy (CDMSE) which, in turn, influence their intentions to engage in career explorative behaviors and activities (Ochs and Roessler, 2004).

The developmental task of career preparation is closely related to school engagement and success as both of these tasks constitute crucial elements to achieve an effective transition from school to college and work that by definition obtains education, mastering academic skills needed for achieving school success, school completion, integration in society and employment as basic tasks (Hendricks & Wehman, 2009). Similar to career preparation, comorbidity studies and literature on disability cited (e.g., Grigorenko, 2012; Taanila et al., 2014; Talero-Gutierrez, Van Meerbeke & Reyes, 2012) that disability (e.g., Autism; Down Syndrome; Visual impairment; Learning Disability; Attention Deficit Hyperactivity/ADHD) can negatively influence school engagement and academic outcomes, lower school performance in several academic tasks (e.g., math, vocabulary, reading and writing), lower self-concept, expectations, and homework completion (Patrikakou, 1996), and

increase difficulty in achieving developmental tasks of peer-integration (e.g., Finke, McNaughton & Drager, 2009; Pffeifer & Pinquart, 2012; Sweeting & West, 2001; Thornberg, 2010; Rafferty, Boetcher & Griffen, 2001; Scheepstra et al., 1999). Disability can also impede students' ability to deal with the heavier curriculum demands made at school, lower their self-esteem, decrease their interest in studying, minimize their motivation to spend more time on study (Tobin & Hill, 2012), lower plans for future education and minimize educational aspirations of students who have these disorders and disabilities (Taanila et al., 2014; Baer et al., 2011; Buckley, Bird, Sacks & Archer, 2006; Hamill, 2003; Scheepstra et al., 1999; Thomson et al., 1995).

Students with Down Syndrome also have difficulties in school and in making the transition from school to work (e.g., low level of social integration; low expectations; poor academic outcomes; low chances to access inclusive schools; low level of participation in post-secondary education; low rates of employment; being marginalized (Baer et al., 2011; Scheepstra et al., 1999; Thomson et al., 1995); showing problematic behaviors in frustrating interactions (Buckley et al., 2006); and loneliness in mainstream schools (e.g., Hamill, 2003)).

Summarizing, we can conclude that being with one or multiple types of disabilities can be considered as a disabling factor that impacts well-being in school, restricts the educational opportunities and career options (Benz, Lindstrom & yovanoff, 2000).

However, such difficulties let these students with the need for getting support from significant others including parents, teachers, and school-classmates. Consistently, previous research highlighted the importance of a supportive context in promoting the effective transition from school to work among students with disabilities (e.g., Hudson et al., 1988). Hudson, Schwartz, Sealander, Campbell & Hensel, (1988) found that a network of support provided at school, in the parental as well as the school-classmates context is among the most important factors that contribute to the successful transition from school to work among students with handicaps who were successfully employed. In this vein, Buckely et al., (2006) documented in their study that teenagers with Down Syndrome in mainstream school-setting achieved more gains in social development, were more socially mature, showed more age-appropriate social behavior and more social confidence (Buckely et al., 2006). Baer

et al., 2011 also found that educating students with (ID) Intellectual Disability (ID)/Mental Retardation (MR) in inclusive school classes emerged as a significant predictor of- and a needed prerequisite for- participation in postsecondary education although they generally had less opportunities to participate in inclusive post secondary education than other disability groups (Baer, Daviso, Flexer, Queen & Meindl & 2011). A qualitative case study conducted by Hamill, (2003) demonstrated very impressingly that the support provided by classmates, study buddies and professors at the university and the social interactions with classmates inside or outside the classroom (e.g., meeting in the cafeteria and club) allowed a female student with down Syndrome to realize her dream of being a college student (Hamill, 2003).

In a consistent line, Sommer (2013) highlighted the role of the support system in the process of career preparation and orientation of German students with mental retardation. Specifically, the author reviewed in her article some recommendations of the study conducted by the German Ministry of Social Affairs and Labor to study the process of career orientation and the transition from school to career among youths with mental retardation. These recommendations, that provide the schools with policies needed to create new forms of the process of career preparation and orientation of students who have mental retardation, underscored, for instance, importance of (1) implementing vocational orientation in an integrative, inclusive and open context, (2) considering vocational practicum as a substantial part of the school-curriculum, (3) developing new policies to smoothen the transition from school to career life, (4) importance of presence of measures needed to study the process of the transition from school to work among students with disability. These efforts to support career choice competence resulted in higher levels of career development among schoolers with Mental retardation and provided this sample with further new chances to participate in the world of career (Sommer, 2013).

However, what we do not know is how children with disabilities prepare for the transition from school to work when they have experienced an inclusive school system.

7.1 AIM OF THE STUDY AND RESEARCH QUESTIONS

In view of above and as a result of the paucity of empirical studies on the transition from school to work of adolescents with mental disabilities in inclusive education, the present study addresses the general question: *“How do students with mental disabilities educated in inclusive school settings develop an idea of a possible career?”* Because it is known from the literature that particularly for students with learning and mental disabilities the support of parents and teachers is very important for their education in school and after school (e.g., Hudson et al., 1988), the aim of the present study was to draw a holistic picture of the development of the students’ career plans by interviewing their parents, their teachers and the students themselves. They were interviewed about how the adults supported the students and how the students perceived school life in general. Due to the fact that students with severe learning and mental disabilities have difficulties to express themselves verbally about personal matters which lay far behind them or will happen to them in the future, parents of the students were mainly addressed in our interviews.

With respect to what has been documented by previous studies the current study is guided by the following questions:

(1) How do teachers, parents and students with disability describe the process of the student’s career preparation?

More specifically, we were interested to learn about the inclusive activities that teachers in the inclusive school context do to support the development of disabled students’ future career plans? Furthermore, we also focused on the inclusive activities that parents do to support the development of disabled students’ future career plans? That led to the following research questions:

(2) What inclusive activities do parental and school contexts undertake to support the developmental tasks of transition from school to work among students with disabilities?

(3) How important is the students’ social integration into the classroom for the transition from school to further education or work among students with disabilities?

8. METHODOLOGY

8.1 DESIGN OF THE INTERVIEW STUDY

Applying a qualitative approach of research method in the current doctoral research is appropriate as it allows obtaining the participants' subjective perceptions about their real life experiences. It also allows reconstructing specific perceptions of the interview partners. This is particularly important when there is not much knowledge accumulated from previous research on this topic. Thus, a qualitative approach serves to generate ideas about important factors and processes in the specific field the researcher is interested in. Flexibility and openness principles that characterize this type of methods made them additionally more suitable for research on childhood and adolescence.

8.2 RESEARCH METHOD-PROBLEM-FOCUSED INTERVIEW

To learn about the process of career preparation of students with disabilities in inclusive school settings, qualitative interviews were conducted with the schoolage students with mental disabilities and their parents. Teachers who were responsible for teaching career preparation in an inclusive school have also been targeted as interview-partners to answer the questions of the current doctoral research.

More specifically, problem-centered interviews were applied (Witzel, 2000; Witzel & Reiter, 2012). Problem-centered interviews are a combination of guided interviews and narrative interviews. They provide the opportunity to address specific topics by letting the interview partners construct their own story at the same time. As defined by Witzel, (2000) Problem Centered Interview (PCI) *"is a theory-generating method that tries to neutralize the alleged contradiction between being directed by theory or being open-minded so that the interplay of inductive and deductive thinking contributes to increasing the user's knowledge."* (Witzel, 2000: p.1)

As a distinct technique of qualitative interviewing, the development and design of the Problem Centered Interview (PCI) is originated in the German tradition of qualitative research and the methods discourse of the 1970s and 1980s. This method of qualitative research has been broadly utilized in a variety of human and

social sciences including, but not limited to, pedagogics, psychology, psychiatry, sociology and medicine (Witzel & Reiter, 2012).

The interviews with the teachers are not only problem-centered but can also be regarded as expert interviews. They allow for collecting the interviewee's subjective experiences and interpretations regarding a predefined specialized topic. In our case they report on the specific conditions of career preparation of children with disabilities (e.g., Learning Disabilities and Difficulties, Autism, Mental retardation, Visual disability...etc.).

In problem-centered and expert interviews interview question guidelines are utilized. A question guideline is very important since it provides structure for the interviewer as well as the interviewee (Marotzki & Tiefel, 2010). In this term, an interview question guideline can serve multiple functions including, for instance, (1) organizing and (2) explicating the theoretical background that guides the research, (3) focusing on the specific topic during application of the interview-study (Mey & Mruck, 2010), (4) and comparing the interview with the others interviews on the basis of their guide (Marotzki & Tiefel, 2010). It is, therefore, important to take this step into account and to avoid ignoring it by virtue of interview guide bureaucracy, as it serves as an orientation (Hopf, 2010). The non-planned questions arising during the interview-course are also permissible and acceptable.

8.3 THE SPECIAL CASE OF INTERVIEWING CHILDREN AND ADOLESCENTS WITH LEARNING DISABILITIES AND MENTAL RETARDATION

Interviewing people with learning or mental disabilities rests on the assumption that these individuals are not a passive recipient of the opinions and judgments of others, and that they have a respected opinion and a voice in matters that impact their lives. Consistently and in view of the 1989 UN Convention on the Rights of the Child (UNCRC), that states that all children able of forming their own views should be given the right to express these views freely in all matters affecting them (Article, 12), Lewis and Porter (2004) underscored researchers' obligation to (1) recognize the rights of children and young people with disabilities to have a 'voice', and (2) to work actively towards eliciting views from these individuals when research is on

matters that affect the life of these individuals who have disabilities (Lewis & Porter, 2004).

However, the above statement does not mean that interviewing individuals with disabilities is a simple task. Indeed, previous researchers also documented that there are a lot of potential difficulties that may occur while seeking and hearing views of students with disabilities and that these difficulties present the researchers with several significant challenges (Lewis & Porter, 2004; Stalker, 1998). For instance, language difficulties that many children and young people with disabilities may have constitute one barrier that disables them from expressing their views given that the main method of eliciting interviewee's views is through the use of language. Such communication challenges that researchers may experience in the actual process of data collection call, indeed, the need to use a person who knows the participants well to gather and interpret information rather than engaging in a direct communication with the participants themselves. Proxy research is, thus, needed in this case. However, proxies may be either professionals who act in an expert role or individuals who have a close relation with the participants and know them very well (Nind, 2008). Presence of proxies is further important as students with disability may also have emotional and esteem needs and thus will need the emotional support of a familial and valued person who would also, when needed, act as proxies (Lewis & Porter, 2004). Consistently, Lewis & Porter (2004), underscored the importance of the social and historical context as a part of the methodological challenge when interviewing individuals with Learning Disabilities (LDs.) and maintained that "individuals need to have self-esteem to believe that their views are valid and important [...] to believe that they will be listened to, responded to and understood" (Lewis & Porter, 2004: 195).

To collect data of the current doctoral research, interviewers asked for support from mothers of the students who have disabilities. However, including the mothers as a respondent in the interviews turned out to be very helpful and important as these students had language difficulties or were very shy and had, thus, difficulties to express themselves and their own views verbally.

The above methodological challenges of interviewing students with mental or learning disabilities also highlight the importance of the presence of qualified interviewers. Accordingly, interviewing individuals with disabilities should be also

conducted by professional and qualified interviewers who have completed at least a bachelor's level of academic degree and who have experience working in the field of disabilities (Tasse', Schalock, Thomson & Wehmeyer, 2005). In the current doctoral dissertation all interviews were carried out by experienced researchers. While the first researcher is a professor in the faculty of education, department of psychology, the second researcher is a doctoral student in the faculty of education, department of psychology. The first researcher is conducting research on inclusive schooling as well as career orientation. The second researcher, (i.e., the author of this thesis), has attended two internships to enrich her knowledge and to have contact with the German sample of children and adolescents who have multiple types of disabilities. *(For further information see documents about the academic activities at the end of the dissertation).*

8.4 GUIDING QUESTIONS

8.4.1 EXPERT INTERVIEWS WITH TEACHERS

Questions of interview with with Teacher of vocational/ career education and orientation

After a general introduction to our research aims the teachers were asked about their function in school. To address our specific aim to learn about the way how schools and teachers support the students' future career plans the following questions were asked:

1. Are there programs for career preparation at (X) school for children with disabilities?
2. Do students with disabilities have special needs in career preparation?
3. How is the contact with parents of the students with disabilities concerning their future career plans?
4. Do students with disabilities have the same career planning and exploration as compared to students without disabilities?

8.4.2 INTERVIEWS WITH PARENTS

QUESTIONS OF INTERVIEW WITH STUDENT-MOTHER DYAD

In order to learn about how the schoolage students with disabilities developed their career plans, and what role their parents and teachers in the inclusive school setting played, the questions addressed (1) the career plans of the disabled student, (2) the role of parents in the career preparation process, (3) the role of teachers, and (4) the role of peers/classmates. Furthermore, (5) experiences of the disabled student in the school-context were also addressed. Because we wanted to stimulate the students, their parents and teachers to talk as much as possible about their experiences, the questions were rather broad. Furthermore, they were not presented in a certain order. The interviewer followed the line of thinking of the interview partner as much as possible. At the end of the interview, the researchers asked the interviewees whether they would like to add more information which was not covered by the interview questions before.

After a general introduction to our research aims the students with disability and their mothers were asked the following questions:

Questions of interview with student-mother dyad

Meine Doktorarbeit beschäftigt sich mit dem Übergang von der Schule in eine Nachschulische Ausbildung und in den Beruf. Bislang gibt es nur sehr wenig systematische Erkenntnisse über diese so wichtige Phase von Kindern mit Behinderung, speziell, wenn sie im gemeinsamen Unterricht die Schule durchlaufen.

Es gibt verschiedene Faktoren, die eine wichtige Rolle in dem Übergang von der Schule in eine nachschulische Ausbildung oder in den Beruf spielen. Ich möchte mich aber auf zwei Entwicklungsaufgaben von Schülern mit Behinderung konzentrieren. Die erste Entwicklungsaufgabe ist der Abschluss der Schule und die andere Entwicklungsaufgabe ist die Vorbereitung auf den zukünftigen Beruf.

Für diese Doktorarbeit haben wir einige Fragen vorbereitet, es wäre sehr hilfreich, wenn Sie auf diese Fragen antworten würden. Neben den Fragen, die sich auf Ihre Rolle als Eltern in dem Übergang von der Schule in den Beruf beziehe, haben wir

auch Fragen zum Schulleben Ihres Kindes und über Ihre Rolle als Eltern im Schulleben Ihres Kindes.

0. Besonderheiten des Kindes?

Als erstes möchten wir Sie bitten Ihr Kind zu beschreiben.

Welche Stärken sehen Sie bei Ihrem Kind?

Welche Schwächen sehen Sie bei Ihrem Kind?

1. Jetzt möchten wir gerne fragen, welche Pläne Sie für Ihr Kind im Augenblick haben, wenn Sie heute an die Zeit nach der Schulzeit Ihres Kindes denken?

1.1. Welche Vorstellung haben Sie darüber, was Ihr Kind nach der Schule beruflich machen wird?

1.2. Wie haben Sie bislang Ihr Kind auf einen Berufeinstieg vorbereitet?

1.2.1. Unterhaltungen mit Kind über Berufe?

1.2.2. Dem Kind die eigenen Fähigkeiten deutlich machen?

1. 2. 3. Das Kind zur Selbstständigkeit erziehen?

(a) Schulweg alleine (b) Freizeit alleine

1.2.4. Berufsberatung aufsuchen.

1. 2. 5. Mit Lehrkräften sprechen.

1.3. Seit wann haben Sie sich mit der Frage nach einem Beruf für Ihr Kind beschäftigt?

1.4. Haben Sie bei der Frage der Berufsberatung Unterstützung erfahren?

(a) Von der Schule? Welche Lehrern/innen waren dann besonders unterstützend?

(b) Berfstart Plus

(c) Praktikum

(d) Von der Arbeitsagentur?

(e) Von Ihrem Privaten Umfeld?

2. Wie haben Sie die Schulzeit Ihres Kindes erlebt?

2.1. Ist die Schule:

2.1.1. Sicher oder gefährlich? Was war positiv? Was war negativ? (z.B. Aggressivität),

2.1.2. Wichtig für das zukünftige Leben und für zukünftigen Beruf Ihrem Kind?

2.2. Sind die Lehrer:

2.2.1. Unterstützend? **2.2.2.** Integrierend? **2.2.3.** Fair?

2.3. Sind die Mitschüler:

2.3.1. Unterstützend?, Integrierend?, Aggressiv? Hilfreich?, Respektvoll usw...?

3. Wie ging es Ihrem Kind?

3.1. Ist Ihr Kind gerne zur Schule gegangen?

3.2. Hat Ihr Kind gerne gelernt?

3.3. Wie sind die Leistungen ihres Kindes?

3.4. Findet Ihr Kind Schule wichtig für das zukünftige Leben und für den zukünftigen Beruf?

4. Sicht des Kindes

4.1. Welche beruflichen Wünsche und Ziele äußert ihr Kind für sich selbst?

8.5 INTERVIEW PARTNERS

The aim of the present study was to explore how students with mental or severe learning disabilities develop ideas of career possibilities in an inclusive context and what role school and parents play in this context. Thus, teachers who were responsible for teaching career education in an inclusive school setting as well as students with disabilities who were educated in inclusive school settings were searched for as interview partners. Given that students participated in our study are suffering from learning and mental disabilities, the presence and participation of their mothers was very important as their mothers could answer questions that their children were unable to respond.

Because there are not so many students with special needs in mental development having experienced inclusive schooling, the recruitment of interview partners was dependent on the willingness to cooperate by people who were actively engaged in the issue of inclusive schooling. Therefore, a few teachers of special education in two experienced inclusive schools in an East German middle size city were approached and asked to participate in this study. One of the teachers (T1) of school X agreed

and established the contact to another teacher (T2) who was responsible particularly for career preparation in the respective school. T1 established also the contact with a family of a female student with learning disabilities (A). She was 17 years old when the interview took place in summer 2014. She had just finished study in X school and was about to change to another school for further education. The contact with the second student (B) who was interviewed in this study was established by a researcher who is very active in the field of inclusive schooling. Student (B), who has Down syndrome, was 18 years old when the interview was conducted in February 2015. He was attending an occupation preparatory class at an inclusive vocational school (Y). Given that the students participating in this study were rather shy and not used to be interviewed alone, the presence and participation of their mothers was important to them.

SCHOOL X - DESCRIPTION OF THE SCHOOL SETTING

According to T1 (see Appendix section in the attached CD for further information about the whole transcription of the interviews), X-School is an inclusive school that educates students with disabilities and their typically developed counterparts together. Each inclusive class in this school contains two or three students with special educational needs who have one or multiple type of disability like, for instance, learning disability (LD)/learning difficulty; comorbid autism and learning disability; visual impairment; mental retardation/intellectual disability; physical disability; emotional disability; social disability; and motor-disability. A basic objective of the educational policy of the (X) school is to provide students with disabilities and their typically developed counterparts with the opportunities to participate in multiple inclusive programs aimed basically at orienting them vocationally and preparing them for their future career.

8.6 PROCEDURE

Participants were contacted by telephone to inform them about the purpose of the study, receive their informed consent, and arrange an interview. To allow for an atmosphere in which the participants felt free to fully express themselves, researchers conducted the interviews at a location chosen by the participants.

All interviews were conducted by the same researchers in German language (the author of this thesis and the first advisor of this thesis). They were digitally recorded and transcribed verbatim into standard-German, since everyday or colloquial language is not an understandable language by all readers. All names of persons and locations were anonymized. Transcriptions were compared with recording by the researchers. The interview partners did not receive compensation for their participation in our studies. The interviews lasted between 110 and 240 Minutes.

8.6.1 QUALITATIVE CONTENT ANALYSIS

Mayring's qualitative content analysis approach has been used to evaluate the findings of the current qualitative interviews of this doctoral research. *"This framework constitutes a controlled approach for empirical and methodological qualitative analysis of texts within their context of communication, following content analytical rules and step-by-step models (...)"* (Liebrenze, 2014: p. 3). Interview data were coded using inductive and deductive qualitative procedures. Mayring describes several steps which have to be done in the process of analyzing qualitative interviews. In the following, the results of this step-by-step procedure are presented for the present study.

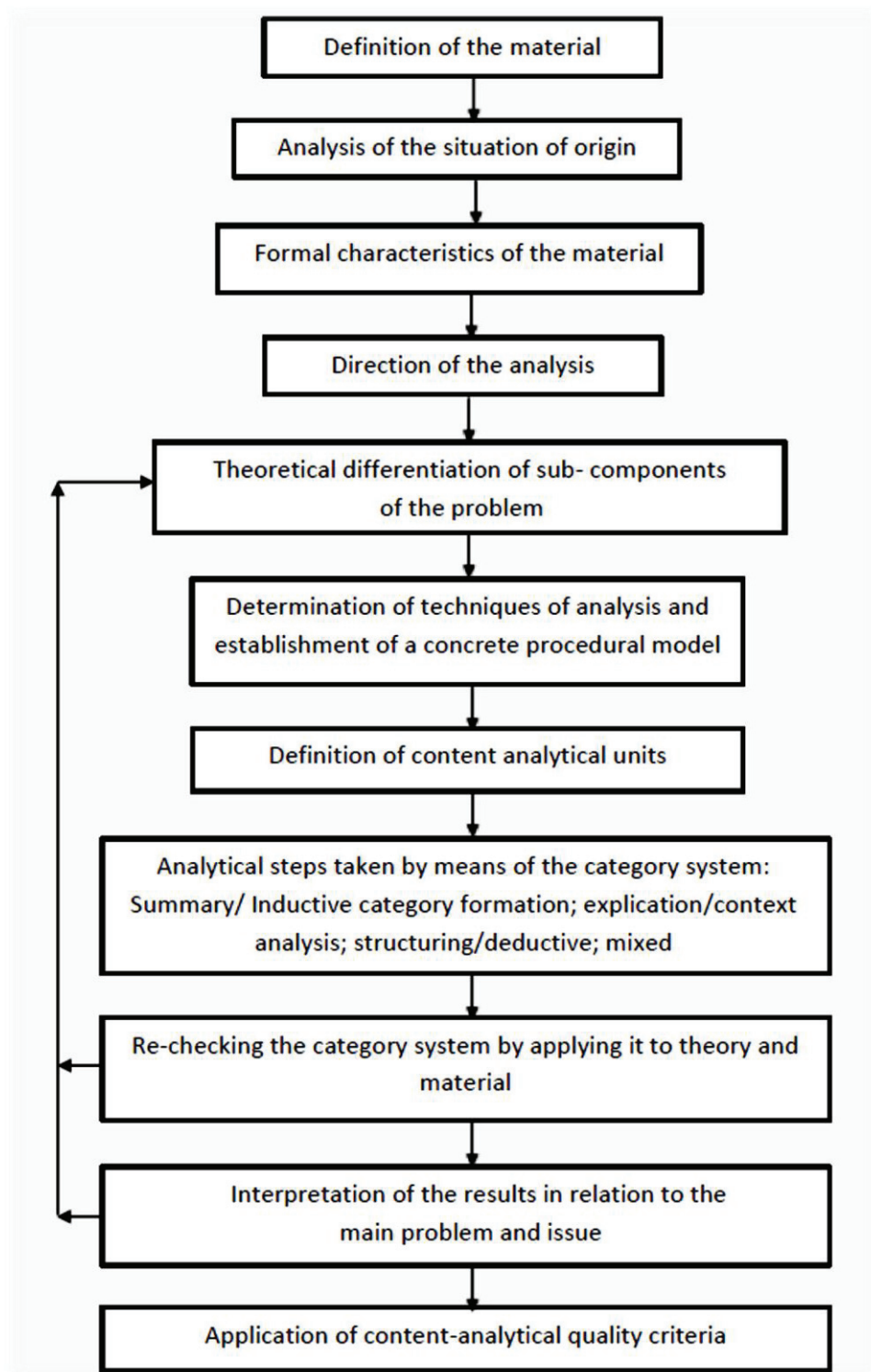


FIGURE (8.6.1): The General content-analytical procedural model (Adopted from Mayring, 2014: 54).

8.6.1.1 Defintion of the material

The data material of the current doctoral research consists of transcripts of three semi-structured interviews: One expert interview and two problem centered interviews. While the first interview was conducted with teachers of career education in inclusive school-setting, the second and third interviews have been conducted with students with disability (i.e., learning disability/difficulty and Down syndrome) who are educated in inclusive schools and with their mothers. For further information about the interviews partners see chapter 8.5 above.

8.6.1.2 Analysis of the situation

Further information about research's objective and research's questions can be found in section " Aim of the study and Research Questions" (section: 7.1)

Interviews' settings and dates

1. Setting and date of the first interview (interview: 1):

The first interview has been conducted in an inclusive School, Jena, Germany. The date of the first interview was 18. 06. 2014.

2. Setting and date of the second interview (interview: 2):

The second interview has been conducted in a private home of the student (A), Jena, Germany. The date of the second interview was 22. 08. 2014.

3. Setting and date of the third interview (interview: 3):

The third interview has been conducted in a private home of the student (B), Erfurt, Germany. The date of the third interview was 13. 02. 2015.

8.6.1.3 Formal characteristics of the material

All interviews were recorded using Notebook and then transcribed. These scripts have a total length of nearly 289 pages (See attached CD for further details about the whole transcriptions of the interviews).

To transform the spoken language of the interviews into texts, researcher, however, followed transcription's rules that require transcribing the data in a High German

language with no presence of accent. Transcription's rules further entailed usual procedures needed for anonymizing data of the whole transcribed interviews in order to protect participants' privacy. Participants were also told that their personal data (e.g., their names) will be anonymized in order to protect their privacy.

Accordingly, the data of the whole transcribed interviews has been anonymized as follows:

The Name of the inclusive school has been anonymized and replaced by the letter (X).

The Names of the teachers in the inclusive school have been anonymized and replaced by the letter (T1) for the first teacher who is teaching career education and by the letter (T2) when talking about the second teacher who is a teacher of special education.

The name of the female student who has Learning Disability/Difficulty has been anonymized and replaced by the letter (A).

The name of the mother of the female student who has Learning Disability/Difficulty has been anonymized and replaced by the letter (MA).

The name of the male student who has Down syndrome has been anonymized and replaced by the letter (B).

The name of the mother of the male student who has Down syndrome has been anonymized and replaced by the letter (MB).

The whole transcribed interviews and the other materials are found in the appendix section in the attached CD.

8.6.1.4 *The Direction of the analysis*

Further information about research's focus, research objective and research questions can be found in section of research questions (Section 7) and section of aim of the study and research questions (Section 7.1).

8.6.1.5 Theoretical differentiation of sub-components of the problem

For further details about the literature review, research gaps and research questions see section of research questions (Section 7) and section of aim of the study and research questions (Section 7.1).

8.6.1.6 Techniques of analysis and establishment of a concrete procedural model

8.6.1.6.1 Determination of techniques of analysis

“Summary” is the techniques content analysis that has been used for dealing with the data obtained from the three interviews. Aim of this technique is to reduce the material (i.e., interviews’ transcriptions) in a way that does not influence the basic content of the participants’ statement or message (Mayring, 2014).

The whole material can be found in the appendix section (see the attached CD). First, the transcripts were read by the author and information was reduced by cutting out interview sequences which did not answer the research questions. The remaining text was assigned to the general themes of the research questions: 1) The process of career orientation, 2) Support by the parents, 3) Support by the schools and the teachers, 4) Integration into the social and class context, and 5) Experiences with inclusive schooling. The content of the original quotes was summarized. The summary was discussed between the author of the thesis and the supervisor.

8.6.1.6.2 Establishment of a concrete procedural model

The first steps have been already done and explained above. The Figure (8.11) is to illustrate the procedural model for the current research work.

8.7 Formation and Differentiation of Categories

The categories were formed according to the theoretical and empirical information elicited from the literature. The first step in forming the categories was to subdivide the utterances of the interviews into the smaller content units which reflected facets of the central theoretical constructs of the research questions. Thus, a deductive and inductive approach was combined and resulted in several main categories and subcategories. The author of the dissertation and the major advisor of it discussed

the categories. Tables (8.7.1, 8.7.2, 8.7.3 and 8.7.4) give an overview about the research questions, the related main and subcategories, and an example of the related utterances quoted from the interviews.

Table (8.7.1) Process of career preparation

Research question	Main and subcategories	Paraphrase	Example
How do teachers, parents and students with disabilities describe the process of career preparation of students with disabilities?	<p>Main category (1): Success in the developmental task of career preparation.</p> <p>(e.g., Stringer, Kerpelman & Skorikov, 2012; Dietrich, Kracke, & Nurmi, 2011).</p> <p>Subcategory (1.1): Development of career and academic plans, aspirations and interests.</p> <p>Subcategory (1.2): Engagement in career preparation.</p>	Students report about concrete plans.	<p>(A): Ich gehe jetzt auf die Schule für Gesundheit und Soziales und mache dort ein Ausbildungsjahr zum Sozialbetreuer.</p> <p>(Lines: 70-71)</p>

Table (8.7.2) Inclusive activities as done by parental context

Research question	Main and subcategories	Paraphrase	Example
(2) What inclusive activities do school and parental context undertake to support the developmental tasks of transition from school to work among students with disabilities?	<p>Main categories:</p> <p>(2.1) Parental support to normalize the life of their disabled children by realizing their right to education</p> <p>(2.2) Parental support to normalize the life of their disabled children by realizing their right to prepare for future career</p> <p>(2.3) Parental support to normalize the life of their disabled children by realizing their right to be protected from discrimination</p> <p>(2.4) Parental support to normalize the life of their disabled children by realizing their right to participate in leisure activities</p> <p>(2.5) Negative parental behavior</p> <p>(e.g., Bricout et al., 2004; Cicchetti, 1993; Erikson, 1968; Havinghurst, 1948, 1972; Llewellyn & Hogan, 2000; Martin, 2009; Renzaglia, Karvonen, Drasgow & Stoxen, 2003; Skinner and Belmont, 1993; Stringer, Kerpelman & Skorikov, 2012).</p> <p>Subcategories of the main category of Parental involvement in school 2.1:</p>	<p>Parents report about parental inclusive activities as done by parents</p> <p>Teachers report about inclusive activities as done by parents</p>	<p>(MA): Ich bezahle Zusatzunterricht, ja, Englisch und sonst was alles. , sitze hier zu hause und mache und tue.</p> <p>(Line 627- 628)</p> <p>T (1): Es gibt Eltern die nicht loslassen können auch teilweise die dann. Also ich habe Elternteil erlebt von einer Siebtklässlerin. Die wollte nicht, dass das Kind ins Praktikum geht, weil es ja dort alleine mit dem Bus hingemusst hätte.</p> <p>(Lines 631-633).</p>

	<p>(e.g., Hill et al., 2004; Hill & Tyson, 2009; Holmbeck et al., 2002; Jenkins, 1995; McWyne, Hampton, Fantuzzo, Cohen & Sekino, 2004; Patrikakou, 1996; Raftery, Grolnick & Flamm, 2012),</p> <p>2.1.1. Parental involvement in school: Parents frequently support school-work of their children with disabilities</p> <p>2.1.2. Parental involvement in school: Parents frequently express high academic expectations for their children with disabilities</p> <p>2.1.3. Parental involvement in school: Parents stay in contact with school staff and other experts in inclusion to discuss school work and school difficulties</p> <p>2.1.4. Parental involvement in school: Parents stay in contact with families of children with disabilities and organisations interested in inclusion.</p> <p>Subcategories of the main category (2.2) of parental involvement in process of career preparation. (e.g., Dietrich & Kracke, Noack & Diener, 2010; Dietrich and Kracke, 2011; Dietrich and Salmela-Aro, 2013; Hua, 2002; Pfeiffer & Pinguart, 2012; Rogers, Creed & Glendon, 2008; Palladino Schultheiss, Palma & Manzi, 2005; Perry, Liu, & Pabian, 2010),</p> <p>2.2.1. Parental involvement in process of career preparation: Parents-child frequent talk about career aspirations and career preparation of child.</p> <p>2.2.2. Parental involvement in process of career preparation: Parents stay in contact with school staff to discuss career preparation activities.</p> <p>2.2.3. Parental involvement in process of career preparation: Parental interests in their knowledge of activities of career preparation and academic and career plans of their disabled children.</p> <p>2.2.4. Parental involvement in process of career preparation: Knowledge of existing barriers to inclusive world of work</p> <p>2.2.5. Knowledge of possible solutions for creating an inclusive world of work</p> <p>Subcategories of the main category (2.3): (2.3.1): Fair and non-discriminative parental perceptions of their children's abilities and weaknesses, (2.3.2): Prevention of any type of discrimination in school</p>	<p>Parents report about parental inclusive activities as done by parents</p>	<p>(MB): [...] Wir haben ja in den Ferien immer, als er noch jünger war, jetzt kann man das ja mal mit einem Praktikum auch machen, so eine Ferienzeit abdecken, hatten wir das Problem: Wir müssen ihn irgendwie betreuen. Ja und jetzt gibt es aber so viel Schulferien, was selbst [Arbeitgeber der Eltern], kriegt man die Ferien nicht alle abgedeckt. Das heißt, bis zur Grundschule einschließlich hatten wir einen Hort, danach hatten wir keinen Hort, das heißt während der Schulferien musste das von einer Betreuung abgesichert sein. (Lines 605- 611).</p>
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Table (8.7.3): Inclusive activities as done by school context

Research question	Main and subcategories	Paraphrase	Example
(2) What inclusive activities do school and parental context undertake to support the developmental tasks of transition from school to work among students with disabilities?	<p>Main categories:</p> <p>(2.6) School support to normalize the disabled students' life by realizing their right to education</p> <p>(2.7) School support to normalize the disabled students' life by realizing their right to prepare for future career</p> <p>(2.8) School support to normalize the disabled students' life by realizing their right to be protected from discrimination</p> <p>(2.9) Negative teachers behaviors</p> <p>(e.g., Bricout et al., 2004; Cicchetti, 1993; Erikson, 1968; Havinghurst, 1948, 1972; Llewellyn & Hogan, 2000; Martin, 2009; Renzaglia, Karvonen, Drasgow & Stoxen, 2003; Skinner and Belmont, 1993; Stringer, Kerpelman & Skorikov, 2012)</p> <p>Subcategories of the main category (2.6): (2.6.1) Arrangement of inclusive learnings situations, (2.6.2) Compensation of parental ineffectiveness and encouragement of parental involvement, (2.6.3) Engagement for inclusive career preparation experiences, (2.6.4) General Quality of inclusive career preparation in school.</p> <p>Succategories of the main-category (2.9): (2.9.1): Failure of school context in normalizing life of students with disabilities and to realize their right to education, Subcategory (2.9.2): Failure of school context in normalizing life of students with disabilities and in realizing their right to access vocational training and to prepare for future career Subcategory (2.9.3): Failure of school context in normalizing life of students with disabilities and in realizing their right to be protected from discriminative treatment</p>	<p>Parents reports about inclusive activities as done by school context.</p> <p>Teachers' report about inclusive activities</p> <p>Students' report about inclusive activities as done by school context</p>	<p>(MB): Also, die haben in der yx-Schule auch immer nochmal Hauswirtschaft gehabt, aber da haben sie es nicht so intensiv gemacht. Hier machen sie es ja wirklich, hier sind es ja eigene Fächer. (Lines 224- 226)</p> <p>T (1): Also, das wird genauso im Prinzip letztendlich bekommen sie die gleiche Berufsvorbereitung wie unsere auch, aber auf Ihr Niveau runtergebrochen (Line 233-234).</p> <p>I (1): Ja, ja.. Also und jetzt also diese Auslache. Also, das ist dann eine bestimmte Gruppe von Leuten? (A): Ja. I (1): Hm. (A): Einer fängt an und die anderen lachen mit. (Lines, 1380-1384)</p>

Table (8.7.4): Importance of social integration with peers

Research question	Main and subcategories	Paraphrase	Example
(3)How important is the students' social integration into the classroom for the transition from school to further education or work among students with disabilities?	<p>Main category 3.1: Social integration with peers and success in developmental tasks of school engagement (e.g., Fredricks, Blumenfeld & Paris, 2004 Zablocki, 2009).</p> <p>Subcategory 3.1.1: Students' feeling of attachment to peers/classmates, teachers, and school staff in schools</p> <p>Subcategory 3.1.2: Students' satisfaction with school and education</p> <p>Subcategory 3.1.3: School attendance, high involvement in school work, doing homework, participation in extracurricular activities</p> <p>Sucategori 3.1.4: Students' motivation, investment in study and learning, intrinsic desire to learn and master school subjects, and students' academic and career plans and aspirations, and expectations</p>	<p>Teachers reports about importance of social integration with peers</p> <p>Students' reports about importance of social integration</p> <p>Parents reports about importance of social integration with peers</p>	<p>T (1): Es funktioniert nur, wenn die Betriebe Plätze frei stellen, wo das Kind integriert ist in Arbeitsablauf, und die Betriebe jemanden haben, der das Kind mit uns. I(1): Ja, T(1): Unterstützt und betreuet. (Line 398- 402)</p> <p>(A): Und fahre gerne Fahrrad, treffe mich mit Freunden, ja. (Line, 36).</p> <p>(MB): Ja, es ist einfach so. Man muss sagen, jeder Mensch, wenn eine Freundschaft begründet, wenn er eine Partnerschaft begründet. Das ist einfach Fakt. Braucht dann schon einen Partner auf seinem geistigen Level, (I): Hm. (MB): Mit dem er sich austauschen kann. (Line 2055-2059).</p>

8.8 Definition of content analytical units

A coding unit was based on the summary of a specific content unit. As shown in the tables [8.7.1, 8.7.2, 8.7.3 and 8.7.4]

The Coding Unit: determines the smallest component of material which can be assessed and what the minimum portion of text which can fall within one category.

8.9 Re-checking the category system by applying it to theory and material

Given that we have only three interviews, the recursive way of developing and readjusting the category system was not applied to the current research.

8.10 Interpretation of the results in relation to the main Problem and issue

This will be explained in further details in the subsection of discussion of results (see subsection 9 and 10).

8.11 Application of content-analytical quality criteria

To ensure the reliability of the interpretation of the interview data, the summaries of interview sections addressing specific research questions were discussed between the author and the advisor. Also the categorization was done in a discursive way.

Procedural Model of the analysis of the qualitative interviews with expert teachers and parents according to Mayring (2014)

Table (8.11) gives an overview about the application of the Mayring model to the present study.

Definition of the material

Three semi structured interviews. While the first interview is an expert interview with teachers in an inclusive school, the two interviews with school-age adolescent students with disability and their mothers are problem centered.

Analysis of the situation of origin

The interview with teachers was conducted in the school setting, while interviews with the students and their mothers were conducted in their homes. The interviews were conducted in summer 2014 and in winter 2014/15. There were no disturbances during the interviews, which lasted between 90 and 180 minutes.

Formal characteristics of the material

Transcripts of the three semi-structured interviews: Two Problem-Centered Interviews and one Expert Interview.

Direction of the analysis

Before the background of the theoretical and empirical findings concerning school engagement, career preparation and inclusive schooling, we analyzed the interviews in order to search for positive and negative individual and social factors influencing the career preparation process of the students.

Theoretical differentiations of the subcomponents of the problems

There is a lot of information on teacher and parent support for school engagement and career preparation, but there is a lack of findings on the impact of those factors on the school to work transition of students with disabilities. Furthermore, the impact of parents and teachers on the developmental task of transition from school to work of students with disabilities in an inclusive school setting is not studied at all. Therefore, there is a need for further research to fill the research gap regarding this topic.

Determinations of techniques of analysis and establishment of a concrete procedural Model

The transcripts were read by the author and information was reduced by cutting out interview sequences which did not answer the research questions. The remaining text was assigned to the general themes of the research questions: (1) how do teachers, parents and students with disability describe the process of the student's career preparation? (2) What inclusive activities do parental and school context undertake to support the developmental tasks of transition from school to work among students with disabilities? (3) How important is the students' social integration into the classroom for the transition from school to further education or work among students with disabilities? The content of the original quotes was summarized. The summary was discussed between the author of the thesis and the supervisor.

Formation and Differentiation of categories

In a view of the theoretical and empirical information elicited from the literature, the following steps have been followed to form categories: 1. subdividing the utterances of the interviews into the smaller content units which reflected facets of the central theoretical constructs of the research questions. 2. A deductive and inductive approach was combined and resulted in several main categories and subcategories. 3. Categories were finally discussed by the author of the dissertation and the major advisor of it.

Definition of content analytical units

1. Coding was based on the summary of a specific content unit.

Re-checking the category system by applying it to theory and material

Given that we have only three interviews, the recursive way of developing and readjusting the category system was not applied to the current research.

Interpretation of the results in relation to the main problem and issue.

See discussion section.

Application of content-analytical quality criteria

To ensure the reliability of the interpretation of the interview data, the summaries of interview sections addressing specific research questions were discussed between the author and the advisor. Also the categorization was done in a discursive way.

9. RESULTS

The results of the problem centered- and expert-interviews we conducted with teachers in an inclusive school, with students with disabilities, and their parents are presented in this section. The presentation of the results is guided by the following research questions:

(1) How do teachers, parents and students with disability describe the process of the student's career preparation?

More specifically, we were interested to learn about the inclusive activities that teachers in the inclusive school context do to support the development of disabled students' future career plans? Furthermore, we also focused on the inclusive activities that parents do to support the development of disabled students' future career plans? That led to the following research questions:

(2) What inclusive activities do parental and school context undertake to support the developmental tasks of transition from school to work among students with disabilities?

(3) How important is the students' social integration into the classroom for the transition from school to further education or work among students with disabilities?

(1) How do teachers, parents and students with disabilities describe the process of career preparation of students with disabilities?

In a first step, we analysed the interviews in a deductive way. According to the literature, the process of career preparation can be regarded as successful if students develop career and academic plans and interests in specific occupations (Stringer, Kerpelman & Skorikov, 2012) and engage in career exploration (Dietrich, Kracke, & Nurmi, 2011; Ochs & Roessler, 2004; Zicic & Saks, 2009; Stringer, Kerpelman & Skorikov, 2012). Thus, *success in the developmental task of career preparation* as the main category contained two subcategories. The first subcategory is the *development of career and academic plans, aspirations and interests*. The second subcategory is *engagement in career preparation*.

Sub-category 1.1: Development of career and academic plans, aspirations and interests

Reports of teachers in inclusive school X

The teachers in the inclusive school X report that, in general, students seem to have difficulties to articulate clear career goals when they approach the end of their school attendance. This could be regarded as a rather low level of career preparation as manifested in "Career indecision". This was not only true for students with disabilities but also for students without handicap, who sometimes have unrealistic expectations about occupational options.

See interview with teachers from inclusive school X, Lines: 513-522

I (1): Hm. und fangen denn die Kinder an, also, so die Kinder, die jetzt keine spezielle Beeinträchtigung haben. Die fangen doch an so in der achten, neunten immer so darüber zu reden, was ich mal machen will usw. Und ist das so bei den Sonder-? T (2). Also, das ist bei den anderen nicht und bei den Sonderpädagogik Kindern gleich gar nicht. Es ist bei denen so weit weg. Die Kinder, die jetzt Hauptschulabschluss machen, da wissen die wenigsten, was nächstes Jahr wird. I (1): Echt? T (1): Die haben auch keinen Plan was sie werden wollen. Das ist ganz schwer! T (2): Ich weiß auch nicht, ich weiß nicht, warum das ist. T (1): Oder sie haben so übertriebene Vorstellungen (...).

When talking about individual students, the teachers could name students who had developed rather good plans. This was particularly true for students who had the opportunity to explore several career options in a supportive context (see subcategory 1.2).

Reports of students with disabilities and their parents

Report of female student with learning difficulties A and her mother

As the quotation shows, student (A) has clear goals for her immediate academic and vocational future. She wants to become social carer ("Sozialbetreuer").

See interview with A, Lines: 63-74

I (1): Gut. Ja toll. Also wir haben ja schon gesagt, es geht so ein bisschen darum, was für Pläne Du hast, so für Deine Zukunft. Ne, also, wenn die Schule zu Ende ist, wie soll es weiter gehen? Hast Du da im Augenblick schon Vorstellungen, was Du gerne mal machen möchtest? (A): Ja ich mache jetzt auch die.... (MA): Die Schule ist zu Ende für (A). I(1): Die Schule ist jetzt zu Ende. (A): Ich gehe jetzt auf die Schule für Gesundheit und Soziales und mache dort ein Ausbildungsjahr zum Sozialbetreuer. I(1): Das ist ja klasse. Und das fängt jetzt an? (A): Nach den Sommerferien an. I(1): OK! Super! .. Und das ist in Göschwitz oder?

The lines below show that A's mother has high expectations regarding the ability of her daughter (A) and a longer time-perspective for the education of her daughter. She specifically thinks that (A) has the potential to achieve all tasks related to the school to work transition successfully, including school completion and pursuing of multiple careers. Development of career and academic plans increased A's *progress in achieving school to work transition as she showed motivation to complete school*. For instance, despite of the huge numbers of the difficulties in the school X that did not allow student A to graduate from school successfully, she *did not loss the motivation to complete her education*. She tried thus with the help of her parents to find another school (i.e., the school to social and health sciences) that will allow her to receive the regular high school degree and prepare her for future career (i.e., social carer).

See interview with A, Lines: 1584- 1655

I (2): Also, hast du klare Ziele, was Du beruflich in die Zukunft sein wirst? (...) Also Sozialbetreuer. Und jetzt ist die Frage, ob du danach Dir schon vorstellst, wo du arbeiten wirst. Na? I (2): Hm. (MA): Das kommt darauf an, wie der Abschluss sein wird. (A): Also, ja. I (2): Wirst du Dich zum Beispiel, Ja ich kann in diese Platz arbeiten und ich finde ja. (MA): Das kommt auf den Abschluss an, I (2): Hm. (MA): Weil der Sozialbetreuer, wenn man alle Noten mindestens Drei bekommt, ist es gleichwertig dem Realschulabschluss. I (1): ha. (MA): Und dann stehen weitere Türen offen. Deswegen kommt es jetzt darauf an, I (1): Aha. (MA): Ob sie, was sie danach noch macht. I (1): Ah, dann kannst du, konntest du weiterhin eine Ausbildung machen. (MA): Könnte sie Altenpflegerin oder sonst was machen. I (1): Aha, ok. (MA): Also im Prinzip ist es das Tor zur weiteren (Bildung?). I (2): Also, dann die Noten sind sehr wichtig, diese. (MA): Die sind sehr wichtig, ja. I (2): Deswegen studierst Du sehr gut um diese Noten zu bekommen, ja. (fragte das Kind) (A): Ja. (lacht und bestätigt) (MA): Das hoffen wir. I (1): Das wird jetzt erst mal eine neue Schule sein. I (2): Hm, also dann nicht in der X schule, sondern. I (1): Also, nicht in der X sondern es ist jetzt eine neue Schule in Stadtteil XY. I(2): Hm. I (1): Und da kommt es darauf an, ob die jetzt ein Jahr oder zwei Jahre läuft. Also, wahrscheinlich drei. (MA): Nein, drei Jahre. Also, das erste Jahr wäre der Hauptschulabschluss. I (1): Ja. (MA): Und die Ausbildung geht zwei Jahre. I (1): Ah, ok. Alles klar. Ja dann sind ja die nächsten drei Jahren sowieso erst mal, na, liegen vor dir und dann müssen wir nicht an die nächsten fünf Jahren denken und so, ne. (A): Ja. (lacht). I (1): Nee also, es ist ja auch richtig zu denken, erst mal die ersten Schritte zu gehen und dann zu gucken und so. (MA): Wenn die (A) will, (A): Neee. (MA): Dann kann sie ganz viel schaffen, das wissen wir alle. I (1): Hm. (MA): Das Problem war ja immer, dass sie gar nicht wollte.... I (1): Hm. (MA): Und wenn sie will, kann sie das schaffen: Realschulabschluss, I (1): Hm. (MA): Und dann entweder tatsächlich Rettungsdienst, wäre offen, I (1): Hm. (MA): Oder Altenpflege I (1): Ja (MA): Oder irgend so etwas Soziales. I (1): Hm. (MA): Oder tatsächlich Kindergarten. I (1): ja. (MA): Das wäre alles offen, dann. I (1): Hm. I(2): Also, dann sind Sie damit, dass (A) die Schulabschluss erledigen, und auch, ersten erledigen kann und danach dann vielleicht auch diese Sozialdienst auch abschließen usw.? I (1): Genau. I (2): Also ich meine finden Sie, dass die Schule wichtig für das zukünftige Leben von (A)? (MA): Es ist ganz wichtig, weil, wie gesagt, wenn die Ausbildung mit Noten mindestens Drei bestanden wird, ist es gleichwertig einem höheren Schulabschluss, Realschulabschluss. I (2): Hm.

Report of male student with Down Syndrome B. and his mother

As the following lines quoted from the interview with B show, when interviewer asked student 'B' who has Down syndrome about his vocational aspirations and plans, he reported that he would like to be a cook. Meaning that, student (B) has some rather clear goals for his vocational future.

See interview with B, Lines: 211-197

Wir möchten nämlich gerne wissen, wie Du so jetzt auf die, also, wie du dir vorstellst, wie du mal arbeiten möchtest und wann das so angefangen hat, dass du so gesagt hast, du möchtest gerne Koch werden. (B): Ja. (I): Und so. Das würden wir jetzt gerne so fragen und anfangen würde ich gerne Dich einmal zu fragen: Wenn du dich jetzt selber beschreiben sollst, (B): Ja. (I): Was würdest du über dich sagen? (B): Ich sage ich bin Koch. (I): Ja. (B): Und dann ich habe dem Koch ein (unverständlich).

The Progress in achieving the successful school to work transition of student B is manifested in the motivation and persistence he showed to complete school. The following lines show that B completed his education in the vocational school and received the final school degree as the other students.

See interview with B, Lines: 1067-1071

(MB): Ja, Abschluss Bildungsgang in Lebensbewältigung. (B): Ja. Berufsschule (unv.). (MB): So, dann kommen da natürlich so Zusätze, die hauen dann wieder rein. Wunderschön, aber dann kommen so Sätze, wo stand das jetzt hier... (B): (unv.)

See interview with B, Lines: 1214- 1217

(MB): Ja, im Bildungsgang zur individuellen Lebensbewältigung. Also, das ist der Bildungsgang Sonderschule geistig Behinderte. (I2): Hm. (MB): Da kriegen die immer nur eine Wortbeurteilung. Das ist das amtliche Zeugnis.

Sub-category 1.2: Engagement in career preparation activities among students with disability

Reports of teachers in inclusive school X

Concerning the engagement in career preparation activities, the teacher of special education talked about the case of one mentally impaired student (XY) who liked to work and to engage in multiple tasks of preparing for future career which led him to develop a career goal. Moreover, the teachers highlighted the importance of the supportive and inclusive context which allowed the student to develop the idea that he is able to do a meaningful work.

See interview with teachers from inclusive school X, Lines: 462- 495

T (2): Allerdings war er hier schon beim Hausmeister und musste auch hier draußen viel mitmachen. Er war auch im Fair-Hotel auch eine Woche beim Hausmeister. Er war ein Top Hausmeister, der den so schön angelernt hat und rangenommen hat und dann funktioniert das. Und er will ... Ja für ihn steht jetzt fest.... Er möchte Hausmeister mit allen, mit Gartenpflege, mit Reinigungsarbeiten und Holz, und alles was so Reparaturen. I (1): Und was hat er für eine Behinderung? T (2): Der ist geistig behindert. I (1): Ah, ja. T (2): Braucht auch immer Anleitung, kann wirklich nur Hilfsarbeit machen. I (1): Ja. T(2): Er macht auch Mal hier im Gelände die Wege wieder sauber mit dieser, mit diesen Laufwegen. I (1): Hm. T (2): Die mit dem Holzhackschnipsel so gestreut sind.. T (2): Oder bringt das neu auf mit der Schubkarre und so. I (1): Das ist toll. T(2): Ja, I (1): Ja. T (1): Bei ihm immer nur mit konkreter Anweisung.. I (1): Hm. T (1): Und immer nur in kleinen Schritten. T (2): Und Kontrolle. T (1): Und Kontrolle. T (2): Und es wird auch nie anders werden. I (1): Hm. ja. T (2): Oder er hat eine Stückzahl, er muss meinetwegen so und so viele Kisten füllen in der nächsten Stunde und alle fünf Minuten muss eine fertig sein und er kann das selber kontrollieren. Fünf Minuten sind rum ist dann ist das Band dahin gelaufen und dann muss das voll sein. Also, muss immer die Kontrolle da sein. I (1): Hm. T (2): Dann macht er das auch. I (1): Ja. T (2): Und das weiß. Ich denke das kann er lernen, zuverlässig Dinge abzuarbeiten.*

Reports of students with disabilities and their parents

Reports of female student with learning difficulties A and her mother

The following lines quoted reveal that child 'A' *developed her career plans* in various ways over the course of a longer lasting time period. First of all, she participated in internships of the inclusive career preparation programs of her school. Second, she experienced being interested in social activities because she was busy in looking after her siblings at home. Furthermore, she experienced to be able to move around the city independently when she attended private lessons to improve her school achievement.

See interview with A, Lines: 795-836

I (1): Und wenn wir jetzt nochmal auf dieses Thema, also so Berufsvorstellung und so weiter kommen, wie ist das denn dann bei Dir gelaufen? Also, die X-Schule macht ja auch bei Berufsstart plus mit und so, ne? Und das hast Du auch alles mit gemacht oder hast Du da extra Angebote bekommen? (A): Nee, das ich habe auch mit gemacht. I(1): Hm, und wie hat Dir das gefallen?. (A): Ja, ganz Ok. I (1): Und wann hat sich das so dann für dich rausgestellt, dass Du gerne in diesem Bereich Soziales was machen würdest? Oder wann hast Du überhaupt angefangen, Dir mehr Gedanken darüber zu machen, was Du mal machen willst nach der Schule? (A): Ähm, ähm, ähm. (lacht). (MA): Sei doch nicht so schüchtern. I (1): (lacht). (A) Hm. (MA): Weißt Du nicht? Ist dir zugeflogen? Durch die Praktika. I (1): Hm. (MA): Ja, im Kindergarten war dein erstes. (A): Im Kindergarten war (unverständlich). (MA): Außerdem hat sie kleinere Geschwister, I (1): Hm. (MA): Hat hier Zuhause immer alles im Griff gehabt mit ihren Geschwistern. I (1): Hm. (MA): Und deswegen haben wir schon sehr zeitig gemerkt, dass sie eine soziale Ader hat. I (1): Ja. (MA): Also, da auch wirklich alles im Griff hat. Im Gegensatz zu manchen Lehrern, die wirklich immer gedacht "Ach man schafft denn die (A) das?". Also, zum Beispiel, mit der Straßenbahn irgendwohin hinfahren, sie war so zeitig selbständig. I (1): Hm. (MA): Hat sich alles organisiert, die ist ja zur, na hier ins Institut am Straße XY, da bist du schon lange zur Nachhilfe. I (1): Hm, hm. Schülerhilfe. (MA): Nein, Nachhilfe. Also dieses Institut, (ILR?). I (1): Ah. (MA): Früher war es LOS, LUR und noch irgendetwas anderes zwischendurch. Das hat sie ja schon seit der dritten Klasse völlig selbständig gemacht in der

Stadt mit Straßenbahn, I (1): Hm. (MA): Fahrrad und allem unterwegs, hat auf die Uhr geguckt, I (1): Hm. (MA): War immer pünktlich, Hat alles mitgebracht, I (1): Hm.

Student A also shows career exploration behavior as she participated in a practical day in the school she wanted to attend after regular schooling in school x after the summer break. This school will prepare her for her hoped for future occupation (i.e., social care/supervision).

See interview with A Lines: 952-965

I (1): Hm. und warst Du mal auf der neuen Schule, wo Du jetzt hingehen wirst? Hast Du da mal Unterricht angeguckt, oder? (A): Also, ich hatte mal so, wie nennt sich das? (MA): Praxistag. (A): Praxistag. Und da sind wir so in die ganzen Berufe reingelaufen und durch die Schulgebäude gelaufen und so... I (1): Hm. (A): Und da haben die uns halt die verschiedenen Berufe aufgezeigt, sind zu den Kindern auch hingegangen und haben geguckt, was die machen und so. I (1): Hm. (MA): Und da hat die A so einen super Eindruck hinterlassen, dass sie sich sofort an sie erinnern konnten und dass sie sofort eine Zusage bekommen hat. Aber. I (1): Hm.. schön. Und freust dich jetzt? (A): Ja.

The following lines show that student A is engaged in activities provided by school X to prepare students for their future career. A's mother also explained that they already had a determined plan with regard to A's vocational future and thus they did not depend on schools' plan.

See interview with A Lines: 1225-1247

I (1): (...) Ok, hm, ja. Und also die Berufsorientierung da in der Schule war so ganz gut sagst Du? Warst Du auch mal beim BIZ oder so? Also jetzt bei der Arbeitsagentur, bei der Beratung dort? (A): Also, wir einen Tag mal mit der Klasse dort, weil wir so eine Beratungswoche hatten. (MA): Ach so, dieses BIZ Bewerbungstraining. (A): Ja und dann hatten wir auch mit der oft auch dorthin mal wenn man nicht weiter wusste, was man machen will, konnte man sich auch mit der so ein Gespräch machen in der Schule. I (1): Hm. (MA): Durch eine Lehrerin und da konnte man mit der auch besprechen und hat gesagt, was gut für dich wäre und was nicht. I (1): Hm.. (A): Ja. I (1): Und hast Du auch mal gemacht? I (1): Nee. Hm.. (MA): Ja, weil wir schon konkrete Pläne hatten. I (1): Hm. (MA): Und Frau (T2) wollte mich immer dorthin schicken. I (1): Hm.. (MA): Ja, es gab sowieso nur diesen einen Weg für uns. I (1): Hm. (MA): Schon die ganzen Jahren.

Report of male student with Down Syndrome B. and his mother

Results of interview with B also showed that B was actively engaged in career preparation activities. These, in turn, resulted in the acquisition of competencies he needs for school as well as work life.

See interview with B Lines: 198- 228

(I): Und was macht dir jetzt besonders viel Spaß? Also, auch vielleicht, wenn es jetzt nicht so um den Beruf geht, sondern zuhause, was macht dir da besonders Spaß? (B): Ich will Hauspfleger.

(MB): Was kannst Du? (B): Haus.. .. Ha.. H..Haus.. Hauspfleger. (MB): Hauspfleger. (B): Ja. (I): Aha, Ok. (B): Ich habe Besen. (I): Aha, alles klar. (B): Ich kann das sammeln, Ich kann, danach ich muss es abräumen. (MB): Ja. (I): Ja. (MB): (unv.) (B): Und abwaschen. (MB): Abwaschen. (B): und noch Bügeln. (MB): und Bügeln. (I): Super. Und hast du das alles jetzt in der Schule gelernt? (B): Ja. (I): Oder konntest Du das vorher auch schon? (B): Ja. (MB): Das hast du jetzt in der Schule gelernt. (B): In der Schule gelernt. (MB): In der Schule gelernt. (I): Toll. (MB): Also, die haben in der XY Schule auch immer nochmal Hauswirtschaft gehabt, aber da haben sie es nicht so intensiv gemacht. Hier [Berufsschule] machen sie es ja wirklich, hier sind es ja eigene Fächer. (B): Koch.. Koch... Und Hauswirtschaft, Koch. (MB): Das machen sie schon mit Hand und Fuß, ne.

Mother of student B reported that B participated actively in multiple internships, like for instance, attending a practicum in a canteen, a practicum in an retirement home and a practicum in kindergarten. As the quotation shows, student B was well integrated, developed some competencies, and engaged actively in all activities.

See interview with B, Lines: 364- 571

(I): Hm. Und gibt es denn jetzt schon, also außerhalb der Schule auch Möglichkeiten, ein Praktikum zu machen? (MB): Ja das hat er schon gemacht. (I): Oder einen Betrieb zu finden? (MB): Mehrere. (I): Ah, Ok. (...) (MB): Wir haben nämlich so einen schönen Lebenslauf mal gemacht. (I): Hm. (MB): Das sind die ganzen Praktika, die er alle schon gemacht. Aber du kannst nochmal erzählen, wo du schon überall Praktikum gemacht hast. (B): Ja. (MB): Wo hast du schon den Praktikum gemacht? Überleg mal deine ganzen Praktikas. (B): Pass auf, da meiner Chefkoch, der heißt Herr H. Das ist mein Chef. (MB): Ja. (I): Hm. (MB): Und wo hast du das Praktikum gemacht? (B): Ich war. Ich war in der Kantine. (MB): In der Kantine. (...) (B): Ich war in StadtX. (MB): In StadtX. (...) (MB): Und in der Kantine hat er im letzten Schuljahr jeden Montag immer ein Praktikum gemacht. (I): Ah, Ja. (B): Möhrensalat. (MB): Möhrensalat hast Du zubereitet. (I): Ah, Ok. (B): Eiersalat. (MB): Eiersalat. (I): Hm. (MB): So, da hat er am Montag immer ein Praktikum gemacht. (...) Wo hast du denn noch Praktikas gemacht. Überleg mal? (B): Ja. (MB): D, wo hast du in Stadt D ein Praktikum gemacht? (B): Ja. (MB): In? (B): Der ich viele (unv.). (MB): (B), wo hast du in Stadt D ein Praktikum gemacht? (B): Die heißt Frau X. (MB): Was hast du mit der Frau X gemacht? (B): Frühstück. (MB): Frühstück gemacht.. (B): Ja. (MB): Wo hat denn die Frau X gewohnt? Wo hat die gewohnt in Stadt D? In Altenpfleger? (versucht ihm zu helfen) (B): Altenpfleger. (MB): Als Altenpfleger hast du ein Praktikum gemacht im Altersheim. (B): Das Altersheim, ist (unv.). (MB): Altesheim hast du ein Praktikum gemacht und da hast der Frau XX frühs immer das Frühstück gereicht.. (B): Gereicht ja. Mittagessen habe ich sie gefüttert. (MB): Mittagessen hast du sie gefüttert. (I): Ah echt? Und hat dir das Spaß gemacht? (B): Ja, (I): Das ist sehr toll. (MB): Und dann hast du noch, was hast du noch so gemacht im Altersheim, (M)? Du hast der Frau X das Essen gereicht, was hast du noch gemacht? (B): Ja. (MB): Was hast Du noch gemacht? (B): Das Medizingläse. (MB): Die Medizingläschen gesäubert. (I): Ah , Ok. (B): Ich habe Geschirr abgeräumt. (MB): Geschirr abgeräumt. (B): Ich hatte schieben. (MB): In den Wagen und angeschoben, ne. (B): Wagen geschoben. (MB): Und dann hast du noch Wäsche, also glaube ich auch Handtücher gefaltet. (B): Ja. (MB): Also im Altersheim hast du dann Praktika gemacht. (...). (MB): (B), du hast im Altersheim und du hast bei der CCS Praktikum gemacht. (B): Ja. (MB): Wo hast du denn, da warst du noch viel jünger, da warst du in der achten Klasse in Stadt Y oder? (B): Ja. (MB): Wo hast du denn in Stadt Y ein Praktikum gemacht? (B): Ich habe schon richtig, ich, das war.. das heißt ... (MB): Haus? (B): Haus. (MB): So. (B): S. [Anmerkung: Name des Hauses]. (MB): Haus S. [Anmerkung: Name des Hauses]. (I): Ah, Ok. (MB): Und was ist Haus S.? Was ist da los? (B): Das war Kinder... Ich... (MB): Kindergarten war das. (I): Ah, Kindergarten. (MB): Da war er mal eine Woche im Kindergarten. (B): (unv.) Ich bin da dann (unv.). (I): Ja, genau. (MB): Was hast du besonders gerne gemacht? Sie mussten nach dem Mittagessen, mussten die immer? (B): Selbst essen. (MB): Ja, die haben alleine gegessen, die Kinder. Aber, was hast du immer die Betten

aufgestellt, ne? (B): Ja. (MB): Also Betten hast du aufgestellt. Also im Kindergarten warst du, im Altersheim in der Küche. Und wo hast du noch ein Praktikum gemacht? (...) im Sommer(...) im Garten. (I): Und wie kommt (B) dann immer hin zu diesen Praktikumsstellen? (MB): Ja, auch mit dem Zug und dann auch noch mit der Schulbegleiterin. (I): Ok. (B): Frau D. (MB): Weil das jetzt ja ein Schülerpraktikum ist. (I): Hm. (MB): Also die Praktikas liegen ja alle während der Schulzeit. (I): Hm. (MB): Das war als Schülerpraktikum gedacht, ne. Und war eben sozusagen eine schulische Veranstaltung, wenn man so will. (I): Ehm, Ah, Ok. (MB): Er war in der Schule und des Schulunterrichts (I): Hm. (MB): Und da war sie halt einfach mitgegangen. (...) Und da hat er eben, hatte er die Assistenz dabei. Ja, dafür ist die auch bewilligt. (I): Hm. (MB): Was wichtig ist. (I): Hm. (MB): Das ist also (I): Auch für die Arbeitgeber sozusagen, oder? (MB): Ja, Ja. (I): Und für die Stellen. (MB): Ja und nein. (I): Ah, Ja. (MB): Es ist auch unterschiedlich. Also, die x-Stelle zum Beispiel hat total den Wert gelegt, die hätte ihn eben ohne die Schule-Assistentin nicht genommen. (I): Hm. (MB): Während die Lebenshilfe in StadtX, da hat er ja voriges Jahr im Sommer auch ein Praktikum gemacht, die Lebenshilfe in StadtX. Wie hieß denn der in der Küche in der Lebenshilfe. (...) (MB): So, er hat vorheriges Jahr im Sommer bei der Lebenshilfe. Und die Lebenshilfe in Stadt X haben unter anderem auch eine gemeinnützige GmbH und auch ein Catering Unternehmen. (I): Hm. (MB): Sie machen das Essen für die drei integrativen Kindergärten, (I): Hm. (MB): Die die Lebenshilfe hier in Stadt X hat und die Lebenshilfe hatte ihn dann auch als Praktikanten zwei Wochen in den Ferien, das ging technisch nicht anders. (I): Hm. (MB): Und die wollten eigentlich dass er ohne Integrationshilfe. (B): Drei. Drei Euro für jeden. (I): Drei Euro? (MB): Drei Wochen. (I): Ach, drei Wochen. Drei Wochen hast du gearbeitet? Wow. (MB): Und da hat er dort, die wollten dass er alleine kommt, die sagten "Erstmals haben wir keinen Platz und zweitens kennen wir uns mit der Klientel aus". (MB): Und da ist er auch gut alleine. (I): Hm. (MB): Zurechtgekommen. (I): Hm. (MB): Aber in der x-Stelle, die hätten ihn ohne die Assistentin nicht genommen.

Mother of B also reported that B was highly engaged in his tasks. B had the opportunity not only to work in service but also in a setting which allowed him to apply his literal competencies. It turned out that he was able to fulfill various tasks which needed reading and writing (e.g., writing addresses on envelopes, copy texts, working with a computer). B's mother's report also entailed information about the good evaluation B received from the school's director about his performance and his engagement.

See interview with B, Lines: 2792- 2875

(MB): Ja, er kann aber, also er hat zum Beispiel in der xy-Grundschule ... war er eine Woche und das war die letzte Ferienwoche. Da hat er also an den ersten zwei Tagen... (B), gib mal dein Praktikum Hefter. (B): Ja, das ist es ja. (MB): Da hat er zum Beispiel, er hat die Texte, die waren vorgedruckt, ne, ausgeschnitten auf die Karten geklebt. Hat die Texte ausgeschnitten, (I): Hm. (MB): Die waren vorgeschritten, ne, (I): Hm. (MB): Ausgeschnitten, auf die Karten geklebt. (B): Habe ich gemacht. (I): Hm. Ja, hast Du super gemacht. (B): Ja. (MB): Hat die Karten eingetütet, (I): Hm. (MB): Hat die Umschläge beschriftet. (I): Hm. (B): Umschläge beschriftet. (MB): Und das hat er zum Beispiel gemacht zwei Tage lang, gut. (I): Hm, hm, hm. (MB): Wir haben dann hinterher auch ein interessantes Auswertungsgespräch mit der Schulleiterin gehabt, sie hatten jetzt eigentlich einen guten Platz. Die hatten im Büro der Schulsekretärin, hatten die also einen kleinen Tisch frei gemacht. (I): Hm. (MB): Da war es natürlich so, in so einem Schulsekretariat geht ja dauernd das Telefon. (I): Hm. (MB): Dann kommt einer rein und dann war er natürlich jedes Mal wieder rausgerissen, ne. (I): Hm. (MB): Und dann hat er erst mal geguckt und gemacht. (I): Nach zwei Wochen hätte er ja auch dieses drauf, dass man sich davon nicht ablenken lässt. (MB): Das heißt, man müsste ihn so ein bisschen separieren, damit er sich auch wirklich. (I): Hm. (MB): Dann hat er also irgendwelche, also, da hatten sie auch Geschenke

verteilt, da hatte er dann die Geschenkbänder ausgeschnitten und beschriftet und hast die Geschenke verteilt. (B): Das habe ich gemacht. (I): Hm. (MB): Das hat er also in den ersten zwei Tagen gemacht und das konnte er nun sehr gut auf Grund seiner. (I): Hm. (MB): Schreib-Lese-Kompetenzen. Also Abschreiben ist für ihn überhaupt kein, (I): Hm. (MB): Das kann er auch bombensicher. Sowohl per Hand, als auch mit dem Computer. Und dann an den anderen zwei Tagen hast du erst später angefangen. (...) (MB): Und dann hast du am letzten Tag, die schreiben ja keine Zeugnisse, die schreiben ja so Lernberichte, ne, und da war für jeden Schüler war das richtig also mehrere Seiten. Und da hatten, Sie kennen das doch bestimmt, das haben Sie wahrscheinlich auch bei Ihnen am Lehrstuhl. Nicht wie diese Hefter, sondern so eine Ringheftung. (I): Hm. (MB): Da gibt es extra so. (I): Das muss man so, genau. (MB): Ja genau. (I): (unv.) und dann kommt die Ringbindung rein und dann muss man das nochmal. (MB): Ja, genau. Und da hat er so einen Klassensatz dann gemacht. (I): Wow. Echt. (MB): Na, gut. Und da war bloß ein oder zwei. (I): Hm. (MB): Musstest du nochmal machen. Die anderen konnte man also alle so verwenden. (I): Hm. (MB): Und auch an der Beschriftung der Weihnachtskarten sind alle so abgeschickt worden. (I): Hm. (MB): Und sind auch alle glaube ich angekommen. (I): Hm. (MB): Man konnte sie alle lesen. (I): Hm. (MB): So, also die Post. Ja. (I): Hm. (MB): Fande ich schon mal gut. (I): Hm. (...)

(2) What inclusive activities do school and parental context undertake to support the developmental tasks of transition from school to work among students with disabilities?

According to the literature, inclusion means normalizing the life of students with disabilities by realizing their rights to education, rights to prepare for future career, rights to be protected from discrimination, and rights to participate in leisure activities (Renzaglia, Karvonen, Drasgow & Stoxen, 2003). Inclusion also means satisfaction of basic psychological needs of students with disabilities, like autonomy, relatedness, and competence (e.g., Skinner and Belmont, 1993). Inclusive activities refer to support of the context that provides resources needed to realize the already noted rights by enabling students with disabilities to access and utilize these resources to *make effective transition from school to further education or work*. This argument is, however, consistent with the theoretical models of disabilities (e.g., social, transactional, and ecological models) that define and study disability in a view of *"the dynamic relationship between an individual's impairment and environmental disablement"* (Llewellyn & Hogan, 2000, p.160) and the complex changing interaction between the individual and the environment (Bricout et al., 2004; Llewellyn & Hogan, 2000; Martin, 2009). This statement comes also in lines with the theoretical perspective that highlights importance of the resources accessible in the context and societal level to achieve success in the developmental

tasks (Cicchetti, 1993; Erikson, 1968; Havinghurst, 1948, 1972; Stringer, Kerpelman & Skorikov, 2012).

When analyzing the interviews we also found descriptions of teachers' and parents' behaviors which were not supportive for the students' development. Thus, within the main categories we also subsume evidence for negative teachers' and parents' behaviors.

Furthermore, besides analyzing interviews deductively to create categories about inclusive activities in school and parental context, a further main category was also formed inductively to reflect specificities of the parental supportive context which seemed not to be focused on in the reviewed literature (i.e., **Parental expectations for an inclusive world of work**).

Consequently, analyzing the interviews resulted in creation of the following nine main categories that, in turn, contain various sub-categories.

2.1. Parental support to normalize the life of their disabled children by realizing their right to education

2.2. Parental support to normalize the life of their disabled children by realizing their right to prepare for future career

2.3. Parental support to normalize the life of their disabled children by realizing their right to be protected from discrimination

2.4. Parental support to normalize the life of their disabled children by realizing their right to participate in leisure activities

2.5. Negative parental behavior

2.6. School support to normalize the disabled student's life by realizing their right to education

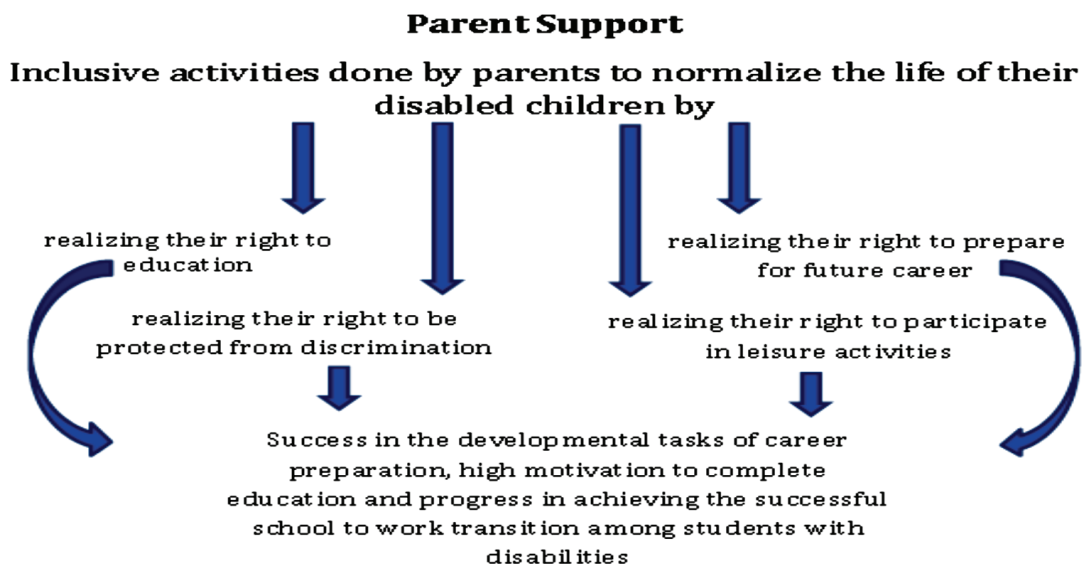
2.7. School support to normalize the disabled student's life by realizing their right to prepare for future career

2.8. School support to normalize the disabled student's life by realizing their right to be protected from discrimination

2.9. Negative teacher behaviors

PARENTS' SUPPORT

Figure (2.A) Parents support to normalize the life of their disabled children



Category 2.1: Parental support to normalize the life of their disabled children by realizing their right to education

Concerning success of parental context in implementing inclusion and normalizing life of their disabled children by realizing their right to education, the results of interviews students with disabilities and their parents pointed out various facets of positive parental behaviors. In general, the parents were highly supportive and showed high levels of involvement in developmental tasks of school engagement of their children who have disabilities. Accordingly, the parents tried to act inclusively in order to enable their disabled children to enter school, to participate and succeed in school like their typically developed counterparts.

However, to answer this research question, the interviews were analyzed in a deductive way. According to the literature on parental involvement, parental support and role of parents in supporting the developmental tasks of school engagement (e.g., Hill et al., 2004; Hill & Tyson, 2009; Holmbeck et al., 2002; Jenkins, 1995; McWyne, Hampton, Fantuzzo, Cohen & Sekino, 2004; Patrikakou, 1996; Raftery, Grolnick & Flamm, 2012), we identified **four** sub-categories of the main

category of *"Parental support to normalize the life of their disabled children by realizing their right to education"*:

2.1.1. Parental involvement in school: Parents frequently support school-work of their children with disabilities

2.1.2. Parental involvement in school: Parents frequently express high academic expectations for their children with disabilities

2.1.3. Parental involvement in school: Parents stay in contact with school staff and other experts in inclusion to discuss school work and school difficulties

2.1.4. Parental involvement in school: Parents stay in contact with families of children with disabilities and organizations interested in inclusion.

Subcategory 2.1.1: Parental involvement in school: Parents frequently support school work of their children with disabilities

Report of female student with learning difficulties A and her mother

As the following quotations show, the family of A. was very active to encourage learning because they wanted their daughter to reach a regular high school degree and to enter into a regular career path, for instance, as a kindergarten teacher. They had the problem that due to A's special needs, she experienced lower expectations by subject teachers more than her class-mates. Therefore, A. reduced engagement in school activities. This led to dissatisfaction with school on the side of her mother. A's mother also regularly helped her child in completion of school-homework and in preparation for school-examinations. A's mother also maintained that she tried to provide sufficient resources (e.g., extra and additive lessons in home) needed- to prevent the negative impact of the developmental delay and learning difficulties A is suffering from, and to compensate the neglect and the omission exhibited by the X-school teachers. These resources were also important, as A's mother reported, to improve her child's level of education and learning, to enrich her knowledge, to help her to learn the curriculum of the X-school, and to acquire skills needed to success in every school-grade and thus to enable her to complete education. Important also to note that mother of student A was very critical about the reduced expectations in school. In sum, the mother had no positive cooperative experiences with teachers.

See Interview with A, Lines: 140- 145

“(MA): Ich habe zum Beispiel mit ihr Biologie gelernt. Arbeit habe ich gelernt mit ihr. Alles, was daran kommen sollte. Sie kommt nach Hause nach der Arbeit und sagt: „Mama das kam alles überhaupt nicht dran. Ich hatte ganz leichte Sachen“. I (1): Hm. (MA): Also, es wurde überhaupt gar nicht abverlangt von ihr. I (1): Hm.“

See Interview with A, Lines: 194-201

(MA): Immer schon leicht, damit sie das ja gut schafft und sie würde das nicht verkraften die schlechte Noten. Und ich renne hier zuhause gegen Wände, und ich rede und rede. I (1): Hm.. (MA): „Du musst lernen, du musst machen“ und sie sagt: „Boh, warum denn?“ I (1): Hm.. (MA): Weil sie ja immer gute Noten kriegt. I (1): Hm..

See Interview with A, Lines: 490- 496

(MA): Ich rede vor Wände. Ich bin eine böse Mutter, die sie quält. I (1): Hm.. (MA): Weil ich immer, ich will immer, dass sie macht. I (1): Hm.. (MA): Und sie sagt immer „Ich habe keine Lust“, weil es passiert ihr ja nichts. Also im Prinzip hat die Schule die (A)(A) versaut. I (1): Hm..

See Interview with A, Lines: 510- 512

(MA): Das Lernen ist eine Trainingsfrage und es hat die ganzen Schuljahre niemand von ihr abverlangt, und ich kann mich natürlich zuhause auf den Kopf stellen, wenn es die Schule nicht abverlangt.

See Interview with A, Lines: 525- 578

(MA): Ich muss natürlich, ich kann, ich muss natürlich ihr helfen mehr oder weniger. Aber, es hat ja dann, es war auch so ärgerlich, dass dann, wenn sie gelernt hatte, das ja auch nicht abgefragt wurde. Oder ich habe mich zum Beispiel ganz doll geärgert, die Mathe Lehrerin zum Beispiel die sie jetzt die letzten zwei Jahre hatte ... Wie lange hattest du die? Die hat auch überhaupt kein Talente dazu gehabt, das mal richtig zu strukturieren. Also die hat zum Beispiel, was hatten wir, die Terme oder Gleichungen mit Unbekannten. I (1): Hm.. (MA): Sie dürfen ja einen Taschenrechner nehmen. I (1): Hm.. (MA): Gut, mit dem Kopfrechnen hat sie so ihre Probleme, I (1): Hm.. (MA): Aber wenn man jetzt den Taschenrechner nehmen darf, muss man so einfache Regeln lernen, I (1): Richtig. (MA): wie man stellt man das um, wohin sortiert man das. I (1): Hm, hm. (MA): Ja, und das war möglich bei (A). I (1): Hm.. (MA): Ich habe das mit ihr geübt und das ging so. Dann wurde aber das nicht, also es wurde aber dann nicht vielleicht mal eine Leistungskontrolle geschrieben darüber, I (1): Hm.. (MA): Da hätte sie durchaus gute Noten bekommen können. I (1): Hm.. (MA): Nein, sie hat dann also, muss ich auch dazu sagen, in der X Schule sind ja die Deutsch-, Mathestunden reduziert zu Gunsten von Studienzeit und Freiarbeit. I (1): Hm.. (MA): Das ist ja auch, also.. I (1): Das ist ja an der Jenaplan auch so. (MA): Gehe ich nicht mit damit. Das haut halt einfach nicht hin. Das klappt nicht. I (1): Hm.. (MA): Das ist viel zu wenig, weil ja nicht nur die (A) die Probleme hat, sondern die ganze Klasse die Probleme hat. I (1): Hm.. (MA): Also, überwiegender Teil der Klasse. I (1): Hm.. (MA): Und das ist schon auffällig finde ich, I (1): Hm.. (MA): weil die können ja nicht alle blöd sein in der Schule, ja. I (1): Nee. (MA): Und wenn sie denn aber alle Vieren, Fünfeb und Sechsen in Mathe kriegen, I (1): Hm.. (MA): Also dann stimmt irgendetwas mit der Unterricht nicht. I (1): Hm.. (MA): Oder mit der Lehrerin nicht. I (1): Hm.. (MA): Und das war tatsächlich so, sie haben also das kennengelernt zum Beispiel die Gleichungen mit den Unbekannten in einer Stunde. Dann habe ich das mit ihr geübt. In der nächsten Stunde kam das nächste Thema. I (1): Hm.. (MA): Ja, also man muss ja das schon üben und festigen. I (1): Ja, Klar. (MA): Das ist die Mutter des Lernens. I (1): Hm..

See Interview with A, Lines: 567- 576

(MA): Also dann stimmt irgendetwas mit der Unterricht nicht. I (1): Hm.. (MA): Oder mit der Lehrerin nicht. I (1): Hm.. (MA): Und das war tatsächlich so, sie haben also das kennengelernt zum Beispiel die Gleichungen mit den Unbekannten in einer Stunde. Dann habe ich das mit ihr

geübt. In der nächsten Stunde kam das nächste Thema. I (1): Hm.. (MA): Ja, also man muss ja das schon üben und festigen. I (1): Ja, Klar.

See Interview with A, Lines: 624- 633

(MA): Ja, wo ich dann wieder Zuhause saß, was eigentlich die Pflicht der Schule wäre. I (1): Hm, ja. (MA): Ich bezahle Zusatzunterricht, ja, Englisch und sonst was alles. , sitze hier zu hause und mache und tue. I (1): Hm.. (MA): Es ist nicht richtig und in der Schule sitzt sie rum und gammelt rum, I (1): Hm.. (MA): Weil keiner da ist. I (1): Hm.

See Interview with A, Lines: 871- 874

(MA): Es hat ihr niemals einer etwas zugetraut. I (1): Hm. (MA): Das musste ich immer einfordern. I (1): Hm.

See Interview with A, Lines: 896- 905

(MA): Grammatik, Ja. Wir schreiben jetzt gerade in den Ferien jeden Tag einen Tagesbericht, I (1): Hm. (MA): Dass Sie überhaupt so Aufsatz schreiben lernt, I (1): Hm. (MA): Weil natürlich haben sie sich jetzt hingestellt in der achten, neunten Klasse, sie könnte das ja gar nicht, aber sie hat doch die ganzen Grundlagen. I (1): Ja, ja. (MA): Niemals gelernt. I (1): Hm.

Subcategory 2.1.2: Parental involvement in school: Parents frequently express high academic expectations for their disabled children.

Parental efforts to socialize their children academically by communicating comparably high academic and career expectations refer to one important dimension of parental involvement that is called academic socialization. Beside the above reviewed strategies of home- and school- based involvement, the current study also revealed that parents were highly supportive and expressed high expectations with regard to academic as well as vocational future of their children who have disabilities.

Report of female student with learning difficulties A and her mother

The current study revealed that in spite of the learning difficulty and disability that the child (A) has, A's mother possesses positive perceptions and high expectations regarding the ability of her child to achieve and accomplish her academic and career goals, to complete education, to graduate from her school, to prepare for her future career effectively, and to pursue multiple types of careers including, ambulance service, elderly-care or socially oriented careers, or kindergarten. For further details see the quoted lines below:

See Interview with A, Lines: 1584- 1655

I (2): Also, hast du klare Ziele, was Du beruflich in die Zukunft sein wirst? (...) MA Sozialbetreuer, großer Unterschied. I (1): Sozialbetreuer, Entschuldigung. Also Sozialbetreuer. Und jetzt ist die Frage, ob du danach Dir schon vorstellst, wo du arbeiten wirst. Na? I (2): Hm. (MA): Das kommt darauf an, wie der Abschluss sein wird. (A): Also, ja. I (2): Wirst du Dich zum

Beispiel, Ja ich kann in diese Platz arbeiten und ich finde ja. (MA): Das kommt auf den Abschluss an, I (2): Hm. (MA): Weil der Sozialbetreuer, wenn man alle Noten mindestens Drei bekommt, ist es gleichwertig dem Realschulabschluss. I (1): ha. (MA): Und dann stehen weitere Türen offen. Deswegen kommt es jetzt darauf an, I (1): Aha. (MA): Ob sie, was sie danach noch macht. I (1): Ah, dann kannst du, konntest du weiterhin eine Ausbildung machen. (MA): Könnte sie Altenpflegerin oder sonst was machen. I (1): Aha, ok. (MA): Also im Prinzip ist es das Tor zur weiteren (Bildung?). I (2): Also, dann die Noten sind sehr wichtig, diese. (MA): Die sind sehr wichtig, ja. I (2): Deswegen studierst Du sehr gut um diese Noten zu bekommen, ja. (fragte das Kind). (A): Ja. (lacht und bestätigt). (MA): Das hoffen wir. I (1): Das wird jetzt erst mal eine neue Schule sein. I (2): Hm, also dann nicht in der X schule, sondern. I (1): Also, nicht in der X sondern es ist jetzt eine neue Schule in Stadtteil XY. I(2): Hm. I(1): Und da kommt es darauf an, ob die jetzt ein Jahr oder zwei Jahre läuft. Also, wahrscheinlich drei. (MA): Nein, drei Jahre. Also, das erste Jahr wäre der Hauptschulabschluss. I (1): Ja. (MA): Und die Ausbildung geht zwei Jahre. I (1): Ah, ok. Alles klar. Ja dann sind ja die nächsten drei Jahren sowieso erst mal, na, liegen vor dir und dann müssen wir nicht an die nächsten fünf Jahren denken und so, ne. (A): Ja. (lacht). I (1): Nee also, es ist ja auch richtig zu denken, erst mal die ersten Schritte zu gehen und dann zu gucken und so. (MA): Wenn die (A) will, (A): Neee. (MA): Dann kann sie ganz viel schaffen, das wissen wir alle. I (1): Hm. (MA): Das Problem war ja immer, dass sie gar nicht wollte.... I (1): Hm. (MA): Und wenn sie will, kann sie das schaffen: Realschulabschluss, I (1): Hm. (MA): Und dann entweder tatsächlich Rettungsdienst, wäre offen, I (1): Hm. (MA): Oder Altenpflege. I (1): Ja (MA): Oder irgend so etwas Soziales. I (1): Hm. (MA): Oder tatsächlich Kindergarten. I (1): ja (MA): Das wäre alles offen, dann. I (1): Hm. I(2): Also, dann sind Sie damit, dass (A) die Schulabschluss erledigen, und auch, ersten erledigen kann und danach dann vielleicht auch diese Sozialdienst auch abschließen usw.? I (1): Genau. I (2): Also ich meine finden Sie, dass die Schule wichtig für das zukünftige Leben von (A)? (MA): Es ist ganz wichtig, weil, wie gesagt, wenn die Ausbildung mit Noten mindestens Drei bestanden wird, ist es gleichwertig einem höheren Schulabschluss, Realschulabschluss. I (2): Hm.

Mother hopes that she will find an occupation for B. which will allow him to work in the regular labor market “Erster Arbeitsmarkt”. His special education teacher sees that B’s abilities are suitable for assistant job in restaurant kitchens or in kitchens of public services or educational institutions, like kindergarten or elderly-care.

See interview with B Lines: 2220-2233

(MB): Also, möglich wäre das aus meiner Sicht schon. Er muss halt bereit sein, also er könnte mit Sicherheit könnte er, ja das gibt mir jetzt seine Schule auf, seine Sonderpädagogin sagt eigentlich er hätte sich jetzt gerade bei der Küche, beim Kochen doch gut weiter entwickelt. Sagt sie, da gibt es bestimmt, müsste es eigentlich (I): Hm. (MB): eine Möglichkeit geben für ihn irgendwo in der Küche (I): Hm. (MB): in einem Hotel, in einem Catering Firma (I): Hm. (MB): In einer Betriebskantine, in einem Kindergartenküche (I): Hm. (MB): Oder Altersheim oder irgendetwas zu, zu, zu finden, ne. Aber man muss eben auch einen Arbeitgeber finden, der das auch macht.

Report of male student with Down Syndrome B. and his mother

Mother describes a possibility for B. that the “Arbeitsagentur” will testify him that he is able to work at least three hours a day in a regular job. Then, he would get the money right away and could try to find a company to employ him. But then, he

would no longer get an assistant who accompanies him on his way to school or work. B. then has to be very independent.

See Interview with B, Lines: 2615- 2638

(MB): Das ist das. Davon komplett zu unterscheiden ist, es kommt bei dem Gutachten Arbeitsmarktfähigkeit raus, das heißt er kann unter den Bedingungen des ersten Arbeitsmarktes mindestens drei Stunden am Tag am ersten Arbeitsmarkt arbeiten. (I): Hm. (MB): Dann ist er arbeitsmarktfähig und dann kann die Arbeitsagentur unmittelbar eine Maßnahme der unterstützten Beschäftigung finanzieren. (I): Hm. (MB): Ja, die macht das direkt. Nach dem klassischen Muster der unterstützten Beschäftigung und die haben als Vorbild, als Klientel im Auge Menschen, die auf dem Grenzbereich zwischen geistiger Behinderung und Lernbehinderung sich befinden. (I): Hm. (MB): Die müssen aber komplett alleine zur Arbeit fahren. Die kriegen keinen Assistenten. Die, das ist viel strenger, ja. (I): Hm. (MB): Und da kommt er aber überhaupt nur rein, wenn er eben nicht werkstattfähig, (I): Hm. (MB): nicht die Werkstattfähigkeit bescheinischt kriegt sondern die Arbeitsmarktfähigkeit. (I): Hm, hm. (MB): So und das, was hier passiert ist eben das Budget der Werkstatt vom Berufsbildungsbereich nach dem Muster dieser unterstützten Beschäftigung. Das ist das. (I): Hm, hm.

Mother hopes that B. will be "good" enough for "Unterstützte Beschäftigung" what would mean B. could work outside the "Werkstatt" in an inclusive setting. But she knows that all children, she knows, were classified as only being able to attend the "Werkstatt".

See interview with B, Lines: 2660-2698

(MB): So. Aber der Rehaberater heute, der hat mich gefragt "Und wissen Sie schon, ob er noch ein Jahr länger zur Schule geht? Sonst müssen wir jetzt das Gutachten Machen". Ich sage "Wir wissen es noch nicht (I): Hm. (MB): wie es weiter geht". (I): Hm. (MB): Und "Ja dann melden Sie sich wieder und zwar (I): Hm. (MB): wenn Sie wissen wie es weiter geht". (I): Wahrscheinlich wäre tatsächlich so ein Kriterium, dass (B) alleine zur Schule kommt und (MB): Ja. (I): Und wieder zurück. (MB): Ja. (I): Wenn man das in diesem Jahr, wenn man das in dem Jahr hinkriegt, (MB): Ja. (I): Dann hat er schon eine andere Grundlage. Und ich denke was halt wirklich, also sehr überzeugend ist, ist eben diese Liste von Praktikas, die er schon gemacht hat. Und ich denke, was halt wichtig wäre bei dieser Praktikumsbeurteilung ist tatsächlich, dass man das man das nach diesen Kriterien macht und er ist ja drei Stunden belastungsfähig. (MB): Ja. (I): Ist er irgendwie und da müsste man sich diese Checkliste nochmal (MB): Ja (I): Genau nach diesen Kriterien angucken und bei den nächsten Praktika das genau danach.. (MB): Nur bei dem Gutachten, (I): Hm. (MB): Frau Weider kann mir nicht sagen, was da gefragt wird, was da gemacht wird. Die, alle Eltern, die das bisher mit Ihren Kindern (I): Hm. (MB): Schon durchhaben, auch die N war alleine in der Situation. (I): Hm. (MB): Man kommt da nicht mit rein. (I): Aber N hat das doch bekommen? (MB): Die hat das, auch Werkstattfähigkeit, so weit ich weiß. (I): Hm. (MB): So und und die, die haben alle Werkstattfähigkeit. (I): Ach so, ok. Werkstattfähigkeit, aber die haben das dann persönlich (unv.).

Mother hopes that with an internship her son B. makes in a university setting of a professor who is supporting the family, he can show that he has more abilities than just working in a kitchen. She reports about an internship where B. worked in the secretary of a school. There he wrote addresses on envelopes and copied texts. He

could also show that he was able to work with a computer. B's mother just hopes that someone will perceive B's real abilities which could easily be used in inclusive settings.

See Interview with B, Lines: 2771- 2870

(MB): Und ja, und man denkt, das ist jetzt das, was ich mir konkret halt vom Praktikum bei Prof. Z. erwarte. (I): Hm. (MB): Was ich mir erhoffe ist, dass sie einfach mal eruiert und guckt, mit ihren Leuten, die sie da an Lehrstuhl auch hat, kann sie ja nicht alles alleine machen, aber sie hat ja da auch ihre Mitarbeiter sage ich mal, (I): Hm. (MB): Dass sie einfach mal gucken, was geht bei (B) auch außerhalb dieser klassischen (I): Hm. (MB): Arbeitsfelder, die man da immer im Blick hat. (I): Genau. (MB): Weil er geht super gerne mit dem Computer um, (I): Hm. (MB): Er kann schreiben, (I): Hm. (MB): Er kann, (B): Musik. (MB): Ja, Musik ist da nicht so gefragt, (B). Er kann.. (I): Aber er denkt sich da bestimmt auch noch etwas aus, wahrscheinlich darfst Du dann immer die Vorlesung mit einem Stück eröffnen oder so. Total cool. (MB): Ja, er kann aber, also er hat zum Beispiel in der evangelischen Grundschule, hat er in der evangelischen Grundschule war er eine Woche und das war die letzte Ferienwoche. Da hat er also an den ersten zwei Tagen... (B), gib mal dein Praktikumhefter. (B): Ja, das ist es ja. (MB): Da hat er zum Beispiel, er hat die Texte, die waren vorgedruckt, ne, ausgeschnitten auf die Karten geklebt. Hat die Texte ausgeschnitten, (I): Hm. (MB): Die waren vorgeschnitten, ne, (I): Hm. (MB): Ausgeschnitten, auf die Karten geklebt. (B): Habe ich gemacht. (I): Hm. Ja, hast Du super gemacht. (B): Ja. (MB): Hat die Karten eingetütet, (I): Hm. (MB): Hat die Umschläge beschriftet. (I): Hm. (B): Umschläge beschriftet. (MB): Und das hat er zum Beispiel gemacht zwei Tage lang, gut. (I): Hm, hm, hm. (MB): Wir haben dann hinterher auch ein interessantes Auswertungsgespräch mit der Schulleiterin gehabt, sie hatten jetzt eigentlich einen guten Platz. Die hatten im Büro der Schulsekretärin, hatten die also einen kleinen Tisch frei gemacht. (I): Hm. (MB): Da war es natürlich so, in so einem Schulsekretariat geht ja daurend das Telefon. (I): Hm. (MB): Dann kommt einer rein und dann war er natürlich jedes mal wieder rausgerissen, ne. (I): Hm. (MB): Und dann hat er erst mal geguckt und gemacht. (I): Nach zwei Wochen hätte er ja auch dieses drauf, dass man sich davon nicht ablenken lässt. (MB): Das heißt, man müsste ihn so ein bisschen separieren, damit er sich auch wirklich. (I): Hm. (MB): Dann hat er also irgendwelche, also, da hatten sie auch Geschenke verteilt, da hatte er dann die Geschenkbänder ausgeschnitten und beschriftet und hast die Geschenke verteilt. (B): Das habe ich gemacht. (I): Hm. (MB): Das hat er also in den ersten zwei Tagen gemacht und das konnte er nun sehr gut auf Grund seiner. (I): Hm. (MB): Schreib-Lese-Kompetenzen. Also Abschreiben ist für ihn überhaupt kein, (I): Hm. (MB): Das kann er auch bombensicher. Sowohl per Hand, als auch mit dem Computer. Und dann an den anderen zwei Tagen hast du erst später angefangen. Da hatten die Weihnachtenspiel. (B): Ja. (MB): Da hast du eröffnet mit der Trompete. (B): Ja, da habe ich (unv.) gespielt. (MB): Ihr Kinderlein kommet hast du gespielt. Und dann hast du mit zwei Mitschülern glaube die Technik, Computertechnik, ne. (unv.) und so weiter. (I): Hm. (MB): Und dann hast du am letzten Tag, die schreiben ja keine Zeugnisse, die schreiben ja so Lernberichte, ne, und da war für jeden Schüler war das richtig also mehrere Seiten. Und da hatten, Sie kennen das doch bestimmt, das haben Sie wahrscheinlich auch bei Ihnen am Lehrstuhl. Nicht wie diese Hefter, sondern so eine Ringheftung. (I): Hm. (MB): Da gibt es extra so. (I): Das muss man so, genau. (MB): Ja genau. (I): (unv.) und dann kommt die Ringbindung rein und dann muss man das nochmal. (MB): Ja, genau. Und da hat er so einen Klassensatz dann gemacht. (I): Wow. Echt. (MB): Na, gut. Und da war bloß ein oder zwei. (I): Hm. (MB): Musstest du nochmal machen. Die anderen konnte man also alle so verwenden. (I): Hm. (MB): Und auch an der Beschriftung der Weihnachtskarten sind alle so abgeschickt worden. (I): Hm. (MB): Und sind auch alle glaube ich angekommen. (I): Hm. (MB): Man konnte sie alle lesen.

Interview with B, Lines: 2919-2955

(MB): Also ich könnte mir zum Beispiel vorstellen, dass er als Tagungsassistent. (I): Hm. (MB): arbeitet, indem er Technik installiert, (I): Hm. (MB): indem man guckt, dass Getränke stehen, (I):

Hm. (MB): indem er also Unterricht, also Materialien austeilt. (I): Ja. (MB): Mal einem zur Hand, (I): Hm. (MB): Bring mal dies, bring mal das. (I): Hm. (MB): Oder mach mal das. (I): Hm. (MB): Da könnte ich mir ihn zum Beispiel gut vorstellen, ja. (I): Hm. (MB): Und weil er eben so eine offene, herzliche, sympathische, er kommt ja meistens sehr gut rüber, hat. Also er kann die Leute ansprechen. (I): Hm. (MB): Als, dass sie da einfach mal guckt was geht und was kann man noch eben schreiben, was kann er noch, irgendwas. (I): Hm. (MB): einfache Texte im Computer oder Tabellen schreiben. (I): Hm. (MB): oder dass das einfach noch mal geguckt wird. (I): Hm. (MB): Weil das passiert mir eben in der Schule auch zu wenig. Die Jungen Leute heute und auch (B) ist ja völlig fasziniert vom Computer, kann er auch sicher mit umgehen. (B): Ja. (MB): Und aber das viel zu wenig genutzt wird für die Förderung. (I): Hm, hm, ja, weil die Lehrer nicht damit umgehen können, ja, flexible und so weiter und so fort. (MB): Und da denke ich ist ein Potential und da, ich sage mal die jungen Leute an so einem Lehrstuhl, die sind firm mit der ganzen Technik, (I): Hm. (MB): Die können da vielleicht auch mal was gucken, was gehen könnte.

Subcategory 2.1.3: Parental involvement: Parents stay in contact with school staff to discuss school work and school difficulties.

Both mothers in interview with A and interview with B reported to stay in close contact with their children's teachers. They think that they have to "explain" their children's specificities in order to ensure that they will be treated fairly and adequately in school.

Reports of female student with learning difficulties A. and her mother

For instance, A's mother tried multiple times to seek and have contact with A's teachers and other school-staff in the X school to discuss multiple issues related to her child's scholastic, academic, and social issues. She was very concerned about the possibility of earning a regular school degree and that her daughter was treated fairly by her classmates.

A's mother also was highly involved and tried to have contact with the school-staff to know why her daughter (A) was unable to complete her secondary-education and thus did not receive the certificate. Further, A's mother also invested her efforts to seek further information and knowledge with regard to the multiple and best possibilities that could help her child (A) to overcome this difficulty and to complete her secondary school-study that is very important for her academic and vocational future.

See Interview with A, Lines: 685-707

(MA): Ja, sie hatte gar keine, niemals eine Chance, I (1): Hm.. (MA): Weil in den, sofort für die Lehrer war klar: Das Kind ist lernbehindert. I (1): Hm.. ja. (MA): Und dann war immer nur die Reaktion „Ach sie sieht ja gar nicht so aus“, ja. I (1): Hm.. (MA): Und sie haben sie sofort so behandelt I (1): Hm.. (MA): Und natürlich ist ganz psychologisch ganz normal, dass man sich so gibt, wie man gesehen wird. I (1): Hm.. ja, ja. (MA): Deswegen hatte sie niemals eine Chance. I (1): Hm.. (MA): Ich bin vor Wände gelaufen. Ich habe jedes Jahr dort gesessen. Ich habe

Gespräche geführt. Ich habe keine Kraft mehr gehabt. I (1): Hm.. (MA): Es ist einfach schlimm gewesen. Ja, ich habe gesehen, die Lehrer (lacht), die haben ja gar nicht wirklich. Also, ich habe dann mal andere gebeten, doch mal die Arbeiten zu kopieren. I (1): Hm.. (MA): Die haben ja gesagt, sie würde ja immer leichtere Arbeit schreiben. Stimmt ja gar nicht. Sie hat es ja gesehen. Also, am Ende dann schon, ja. I (1): Hm..

In spite of absence of any student similar to B, his parents were very persistent and tried hard to invest their efforts to include their child in a regular educational system where he could learn and study. In the lines below, mother of child B reported that her son was the first student with mental retardation who entered a regular school system in the state where he lives. The mother further describes how her engagement to create an inclusive school environment and an inclusive education began.

See Interview with B, Lines: 1314 -1384

I: (...), ist es doch so, dass Sie eigentlich so eine Vorreiterfamilie waren in diesem ganzen GU oder? (MB): In Bundesland V insoweit, richtig. Weil (B) der erste Schüler war mit einer gestigen Behinderung, der in Bundesland V in eine staatliche Grundschule eingeschult worden ist, Schüler der staatlichen Grundschule war und der gemeinsame Unterricht organisiert wurde zusammen mit der zuständigen staatlichen Förderschule für seinen Förderbedarf. (I): Hh. (MB): Also geistig Behindertenschule. Und die ist in Stadt X. (I): Ok. (MB): Also das ist so.. Also er ist hier im Wohnort nach hier in Stadt Y in die Grundschule gegangen, (I): Hm. (MB): Ist dort in die erste Klasse eingeschult worden als Schüler dieser Schule. (I): Hm. (MB): Und die Sonderpädagogen sind von der staatlichen Förderschule hierher gekommen. (I): Hm. (MB): Das war, da war er der erste Schüler. (I): Und das haben Sie aber organisiert, oder? (MB): Ja, mit L. (... person who supported the family...) (MB): Ich war auch erst voll auf der Sonderschulshiene, ne. (I): Hm. (MB): Also, erstmal ist der Schock an sich zu verkraften. (I): Hm. (MB): Irgendwann haben wir das gepackt und dann sortiert man sich und dann guckt man, was gibt es für Möglichkeiten. (I): Ah ja, Ok. (MB): Und da braucht man dann, dann weiß man "Aha, Sonderkindergarten (unv. Werkstatt". Das war, eigentlich hatte ich mich damit abgefunden. (I): Also, das ist schon so, dass man gleich vom Anfang an eigentlich das ganze, die ganze Biographie denkt. (MB): Ja. (I): Ok, das sehr interessant für uns. Dass man eben sich als Eltern schon fragt, wie wird es für ihn als Erwachsener sein, ne. (MB): Ja, also, wenn man so den ersten Schock überwunden hat und weiß, (I): Hm. (MB): wo ist das jetzt einzuordnen für einen selbst und dann kriegtdann mit "Ach es gibt diese Sondereinrichtungen, da sind alles Fachleute, das sind Schonräume. Das ist dann eben sein Weg". (I2): Hm. (MB): Ja. Sonderkindergarten, Sonderschule, Werkstatt. (I2): Aha. (MB): Wohnheim, so. Und damit... Man hat ja auch bis dahin mit dem Thema nie zu tun gehabt und man hört dann in den Medien immer wenn irgendwelche Politiker da hin gehen und irgendwelche Checks überweisen. (I): Hm. (MB): Oder mal Zeitungsartikel, wie nett das da ist und was die alles Tolles machen. Dann denkt man auch, das wird schon stimmen. (I2): Hm. (MB): Dazu kamm noch, dass wir hier in Stadt X, nächster Ort Y und dann Ort Z. Und da ist eine private Sonderschule für geistig Behinderte. Also von einem privaten Träger und da gehen hier im Umkreis alle Kinder mit geistiger Behinderung hin. (I): Ah, hm. (MB): Also, ach denke ich "Wunderschön, direkt in der Nähe, passt alles", ja. (I): Ja. (MB): Was uns dann zum umdenken bewogen hat war einfach der Alltag mit ihm. (I): Hm. (MB): Das ganz normale Leben. Er hatte das große Glück, und ich bezeichne das heute noch als Geschenk des Himmels oder als Glück oder als Schicksal oder wie auch immer, er hatte eben den (...) älteren, nicht behinderten Bruder, den V, der jetzt gerade unterwegs ist. Und das war natürlich für ihn das Zugpferd schlechthin. (I): Ah.

Mother of B expresses the importance of getting grades like others. Indicator for a good inclusive setting is that they treat all adolescents equal in grading them all. She had therefore contact with school administration and school staff to discuss possibility of giving her child B grades like others.

See interview with B Lines: 1209- 1247

(MB): Das ist sozusagen das amtliche Zeugnis. (I): Hm. (B): (unv.) Angst, (unv.). (I): Vor dem Gewitter, hat der Angst vor dem Gewitter? (B): Ja. (MB): Ja, im Bildungsgang zur individuellen Lebensbewältigung. Also, das ist der Bildungsgang Sonderschule geistig Behinderte. (I2): Hm. (MB): Da kriegen die immer nur eine Wortbeurteilung. Das ist das amtliche Zeugnis. Aber, bei den anderen ja, (I): Hm, Ok. (MB): die jetzt Hauptschulabschluss machen wollen und Noten kriegen, (I2): Hm. (MB): und er das mitkriegt, will er auch Noten haben, will er auch Noten haben. Und für ihn ist das auch total wichtig, dass er auch Noten kriegt. (I): Ah, das hast Du (unv.)? (B): Ja. (I): Toll. (MB): Und er weiß, dass Eins top ist und dass Zwei gut ist. Nicht ganz so gut wie Eins, aber auch gut. Und dass Drei, naja es geht so. Und deshalb hat die Schule mit unserem Einverständnis, und das findet er eben total klasse, diese Anlage mit den Noten gemacht. (I): Ah. (MB): Also das ist nichts amtliches, sondern das ist nur, dass er, wie alle anderen auch. (B): Das ist T. (I): Ah, N. (B): Nein, (unv.). Das ist nicht, T. (I): Ah, das ist die T. Entschuldigung, ich kenne ja die N nicht so gut. (B) Mit dem Einverständnis, dass er wie die anderen auch ein Notenzeugnis bekommt. Und das ist aber natürlich. (I): Hm. (MB): auch in dem Bildungsgang Note Eins, Zwei und Drei, ist natürlich jetzt nicht wie mit einem Hauptschüler verglichen Note Zwei und Drei, sondern entsprechend auf dem Niveau in seinem Bildungsgang. (I): Hm. (MB): Aber das schon reell, ne. (I2): Hm. (MB): Also die geben ihm keine Eins oder Zwei.

In the following quotation, mother of B describes in detail the process how she contacted the school administration to prepare that her son could start primary school in an inclusive way. Given that she is very supportive and she wants to help her child to enter an inclusive learning context, she was also interested in knowing all changes occurred in educational systems and school law with regard to integration of student with disabilities. For instance, mother of child B also referred to change that occurred in school Law in the year of 2003 which stated that the first alternative of schooling for children with mental disabilities should be an inclusive setting. The law also stated that if an expertise shows that the disabled children would suffer from inclusion they could be educated in a special school. However, In spite of presence of many obstacles (e.g., when school refused to accept student B in the learning classes), mother of B was very persistent and activated resources from sciences and administration. She was lucky to meet one very open-minded person in the ministry and one very active person from her local university.

See interview with B Lines: 1530- 1712

(MB): Das war im, 19xx. (...) (MB): Und da habe ich dann mit ihm, zwei oder drei Jahre in der Trage, er konnte noch nicht laufen, da hatte ich ihn hinten drin in der Trage, bin ich dann persönlich Schulamt StadtX, Schulen hier, Grundschulen. (I): Hm. (MB): Alle möglichen Leute,

die ich so im nahen Bereich erreichen konnte persönlich hin, habe denen die Einladung überbracht und Frau X., Kultusministerium, (I): Hm. (...) persönlich angesprochen. Und da waren die dann auch da und der hat dann da einen Vortrag gehalten und damit war ja klar, ich bin dann, habe da begrüßt und vorgestellt, habe gesagt, um was es geht und dass ich eben auch Mutter bin. Und natürlich habe ich das mit den Hintergedanken gemacht "Leute, nehmt zur Kenntnis, hier kommt in zwei Jahren die Mutter mit dem Kind, die will das Kind in unsere Schule haben". Ja. (I): Hm. (MB): Nach also 19xx. (I): Sie haben sich praktisch so eine Übergangskonferenz organisiert. Äh, also wie man es heute klassischerweise fordern würde und einfach so nach dieser Anleitung sozusagen. (MB): Ja zunächst mal. (I): Hm. (MB): nicht gesagt "Ich will das". (I): Ja, Ok. (MB): Sondern einfach gesagt "Ich bin hier aktiv in der Selbsthilfegruppe, wir als Selbsthilfegruppe Down-Syndrom veranstalten heute diesen Vortragsabend". Und habe die Schulleiterin hier, Bürgermeister von StadtX, Schulamtsvertreter, Frau X. so eingeladen. An dem Abend waren fünfzig Leute, die haben mich vorher von der Lebenshilfe angerufen "Wissen sie wie viel da kommen, das hat rumgesprochen, die wollen alle da hinkommen". Und da waren einfach nur die, ich habe begrüßt, ich habe mich vorgestellt "Ich bin Mutter und um das Thema geht es". Ich habe noch zu keinem gesagt "Ich will das". (I): Hm. (MB): Aber eigentlich war das, muss doch klar sein. (I): Ja. (MB): Für eine Schulleiterin muss doch, die wohnen in StadtX, die macht die Veranstaltung, die hat das Kind, (I): Ja. (MB): Das geht um das Thema, (I): Hm. (MB): Die wird in drei Jahren bei mir auf der Matte stehen. (I): Genau. (MB): Die Frau X. hat das damals natürlich schon geschnallt. Aber die Schulamtsleute und die Schulleiterin, die waren noch auf, (I): Hm. (MB): Die dachte, hoffentlich geht der Kelch noch an uns vorbei. (I): Hm. Hm. (MB): Vielleicht hat sie es schon geahnt, aber sie hat es nicht wirklich geglaubt. (I): Hm. (MB): Sie hat gedacht, dass geht an uns vorbei. Das kann ja gar nicht gehen. (I): Hm. (MB): So, dann habe ich nach einem Jahr, habe ich dann nochmal eine Tagesveranstaltung gemacht. In dem ganzen Tag hatten wir da frühs Vorträge und nachmittags Workshops auch in der Lebenshilfe. Da war auch Ministerium, Frau X. und dieser Förderschulreferent vom Kultusministerium. (MB): Herr Y. (MB): Und das war 20XX im Sommer. Und dann habe ich nochmal eingeladen, zu besichtigen die in Stadt X die Grundschule, die fingen damals mit einem Kooperationsmodell mit der Stiftung F an. Und sodass die Verantwortlichen, die über seine Integration. (I): Hm. (MB): entscheiden mussten, schon drei Jahre vorher... (B): (unv.) Ich bin dabei. (MB): Da bist du dabei. (I): Hm. (MB): So und also die mussten es wissen. Ich wollte den (unv.). Und da hat bei der einen Veranstaltung der Mensch so ein Kauderwelsch erzählt, also so einen Unsinn erzählt. (I): Hm. (MB): Dass (I): Hm. (MB): Daraufhin die Schule gesagt hat "Wir nehmen den (B) nicht mehr". (I): Hm. (MB): Und da hat mich die Frau, sagt Ihnen Dr. CC. etwas? (I): Nee. (...). (MB): Und die war auch auf der Veranstaltung, die ist eigentlich auch für Inklusion. (I): Hm. (12)(...). Und die sagte, (unv.), "Wollen Sie da nicht sich mal gegen wehren, gegen den Unsinn, den der erzählt hat?" Und als die Schule, die Grundschule, dann sagte "Nee, also das machen wir nicht", da habe ich dann eine Petition geschrieben. (...) Die habe ich selber geschrieben. An dem Tag ging es mir echt schlecht, ich hatte Fieber und die Wut im Bauch, weil die auf der Veranstaltung von uns so einen Mist erzählt hatte, dass unsere Schule dann gesagt hatte "Nee, unter den Umständen auf keinen Fall". (I): Hm. (MB): Und die habe ich breit gestreut, Petitionsausschuss, Kultusminister. Dann hat B., bildungspolitischer Sprecher (...) und an G. (I): Hm. (MB): Weil der im Vorstand der Lebenshilfe war und die Veranstaltung war in der Lebenshilfe (I): Hm. (MB): Und ich dachte, und er war auch da, (I): Hm. (MB): Soll er wissen was daraus geworden ist, ne. So und die Petition lief. Ich habe sie. (I): Hm. (MB): Noch im Computer gespeichert. (I): Hm. (...) (MB): Und da habe ich eine Petition an T., der war damals noch Ministerpräsident, die habe ich noch im Computer. Und Diese Petition, wie gesagt, breit gestreut und die muss also eigentlich ziemlich eingeschlagen haben, hat mir Frau X. später gesagt. Und eines Tages, ich habe selbst mich nicht mehr daran geglaubt, ruft mich morgens der G. an: (I): Hm. (MB): "Ich habe hier jemanden, der könnte Ihnen helfen. (...) (I): Hm. (MB): "Ich habe hier eine Mutter, die hat eine Petition geschrieben" und hat ihr meine Petition gegeben. (I): Hm. (MB): Und die hat die gelesen und da hat sie gesagt, der Mutter muss geholfen werden. (I): Hm. (MB): Und daraufhin (I): Hm. (MB): Hat G. mich angerufen und ich war gerade an dem Tag auch frühs zuhause, ich werde das nie vergessen. Und hat gesagt "Ich habe hier jemanden, wären Sie damit einverstanden?" Ich sage "Ich kann jede Hilfe brauchen". (...) und dann hat Prof. Z. angerufen und ich wusste nach dem Gespräch, ich habe aufgelegt, ich gewusst: Das klappt. Ich habe es einfach gewusst. (...) (I): Hm.

(MB): Was unser Glück war, war, dass die Frau X. im Kultusministerium saß und dass, sage ich mal, die Hausspitze die Frau X. hat machen lassen, auch ihr Abteilungsleiter das wusste und das zugelassen hat. Und die jetzt auf Grund meiner Petition und auf Grund des Theaters eben das dadurch verursacht wurde. (I): Und gab es da denn schon das Schulgesetz? (MB): Das wurde dann geändert. (I): Ah, ok. Das ist ja auch 20xx passiert, ne. (MB): Ja. (I): Also, dass gemeinsamer Unterricht praktisch. (MB): Ja. (I): Vorrang hat vor Sonderschule. (MB): Ja, ja genau. Also 20xx habe ich die Petition gemacht. (I): Hm. (MB): Und im c wurde dann das Schulgesetz geändert. (I): Hm. (MB): Und so, und über diese Petition, die G. hatte, die G. jetzt zeigte und sie dann sagte "Der Mutter muss geholfen werden", hat sie sich bei mir gemeldet und ich wusste vom ersten Augenblick an: Das läuft. Und sie kannte ja Frau X. da auch schon und sie hat dann die Gespräche mit Frau X. geführt. mit. Hat uns zum Schulamt in dem allerersten Gespräch, wo es darum ging, hat die uns. (I): Hm. (MB): Zum Schulamt begleitet. Und ich muss, Sie merken ja, wir können uns ein bisschen helfen. (I): Hm. (MB): Ich habe das große Glück, einen Partner an der Seite zu haben, der das voll mit trägt, ja. (I): Hm.

The quotation below shows how parents of student B could, with the help of the scientist from their home University, organize the inclusive education for their child B. The scientists support them in negotiations with the school administration.

See interview with B lines: 1715- 1767

(MB): Er ist auch [...] und wir können uns schon helfen und wir können uns in den Dingen bewegen, wir können argumentieren. Aber auch wir haben oft und auch ich selbst habe es oft so empfunden, man ist in der Situation einfach nur Mutter und da kommen solche Argumente, da sind sie sprachlos. (I): Hm. (MB): Sie wissen im Moment nicht, was sie antworten sollen. (I): Hm. (MB): Sie können es nicht fassen, (I): Hm. (MB): Sie sind vor den Kopf gestoßen, Sie können nicht glauben, dass einer so etwas sagen kann. (I): Hm. (MB): Und können in dem Moment regen Sie sich so auf, Sie sind Mutter (I): Hm. (MB): Sie sind emotional, (I): Hm. (MB): Sie können nicht reagieren. (I): Ja, und Sie haben dann auch nicht so diese wissenschaftlichen Argumente im Kopf, (MB): Ja. (I): Sondern Sie haben den Einzelfall im Kopf, (MB): Ja. (I): Den Sie verteidigen, ne. (MB): Ja. (I): Und so eine Prof. Z. kennt die ganzen Studien auch, ne (MB): Ja. (I): Wo kann man dann eben. (MB): Genau. Und da saß er daneben (I): Hm. (MB): Und hat dann natürlich, ich meine, du konntest die Sprache, (I): Hm. (MB): Wenn es uns die Sprache verschlagen hat, hat sie natürlich voll argumentiert.. Ich werde das nie in meinem Leben vergessen. (I): Hm. (MB): Und da war natürlich dieses Zusammenspiel von Eltern, was sie ja immer betont: "Wir als Wissenschaftler wären gar nichts, wenn nicht die Eltern". (I): Hm, hm. (MB): So, und in der Situation war das natürlich eine gute Konstellation, sie konnte sagen "Da sind Eltern, die wollen das. Und ich weiß als Wissenschaftlerin: Das ist erforscht, es geht". (I): Hm. (MB): Weil, weil, weil. (I): Hm. (MB): Wenn die Bedingung erstens, zweitens, drittens da sind. (I): Hm. (MB): Sodass fachlich die gar kein Gegenargument bringen konnten. (I): Hm. (MB): Und als sie dann merken, das Kultismenisterium hat auch den Draht zu ihr, dann wussten sie natürlich in Schulamt, dass, da führt kein Weg mehr raus. (I): Hm. (MB): Ja, so und dann wurde irgendwann, wurde dann im 20xx bist Du in die Schule gekommen im Sommer, also im Frühjahr 20xx. Im Februar 20xx war dann die Entscheidung im Kultisministerium, das wird durchgezogen in StadtX.

2.1.4 Parental involvement in school: Parents seek contact with experts in inclusion including families of disabled children and organisations interested in inclusion and search media tools.

Mother of B explains that she is also using media tools to increase inclusion of her child. For instance, the following lines show that she got information about inclusive

education from the journal of a society which supports families with children with Down syndrome.

See interview with B Lines: 1465- 1468

(MB): Und dann hat man eben was gelesen. Hat man mal in Zeitschriften. Und es gibt so Inklusion, Integration von Kindern mit geistiger Behinderung und wenn, mein Mann, der ist auch Vorsitzender vom Arbeitskreis Down-Syndrom. Das wollte ich Ihnen mal mitgeben. Das können Sie sich mitnehmen.

Parents of child B also got information on inclusive education from a parent initiative for families with Down syndrome kids. The initiative organized seminars for parents.

See interview with B Lines: 1470- 1485

(MB): Und da wurden wir dann Mitglied im Arbeitskreis Down-Syndrom. (I): Da habe ich auch dieses Buch gekauft, dieses große DIN-A4 Buch, Freunde oder so was. Also weil der Integrationsteil, ist auch ein ganz schönes Buch. (MB): Ja... Und da stand drin, stand drin von Eltern, die das irgendwo bei B. durchgesetzt hatten. (I2): Hm. (MB): Da habe ich gedacht "Wie kann das gehen, wie kann das gehen?" (I): Hm. (MB): So und dann haben wir Seminare besucht, die die Arbeitskreis veranstaltet hatte, unter anderem ein Seminar, Wochenendseminar in B. mit der Frau Professor Olga Graumann, ich weiß nicht, ob es die noch gibt im (unv.). (I): Hm. (MB): Und die ist Integrationsforscherin. Die ist auch Sonderschullehrerin und Grundschullehrerin und die hat sich eben schon vor Jahrzehnten mit Integration auseinandergesetzt. (I): Hm.

The parents got impulses for inclusive education from other families who already had their children in an inclusive setting.

See interview with B lines: 1495- 1501

(MB): Und da habe ich mit der Frau Prof.T. M. gesprochen und habe gesagt "Wie kann das den gehen?" Und dann hat die das erklärt und hat das also auch dargestellt, das klingt, klang schlüssig. Und da war er so vielleicht zwei, drei Jahre alt und dann habe ich mir so gedacht. Und da waren wir mal in Bundesland X und da habe ich auch eine Mutter kennengelernt, die das in Stadt X auch für ihre Tochter mit Down-Syndrom in einer Grundschule in Bundesland X, (I): Hm.

Mother got information from reading and talking with parents who had already organized an inclusive education for their children. The good examples showed that parents should start very early to talk with education administration about inclusion. B's parents have been also advised to have contact with Professors of the department of special needs education at the university of the family's home town.

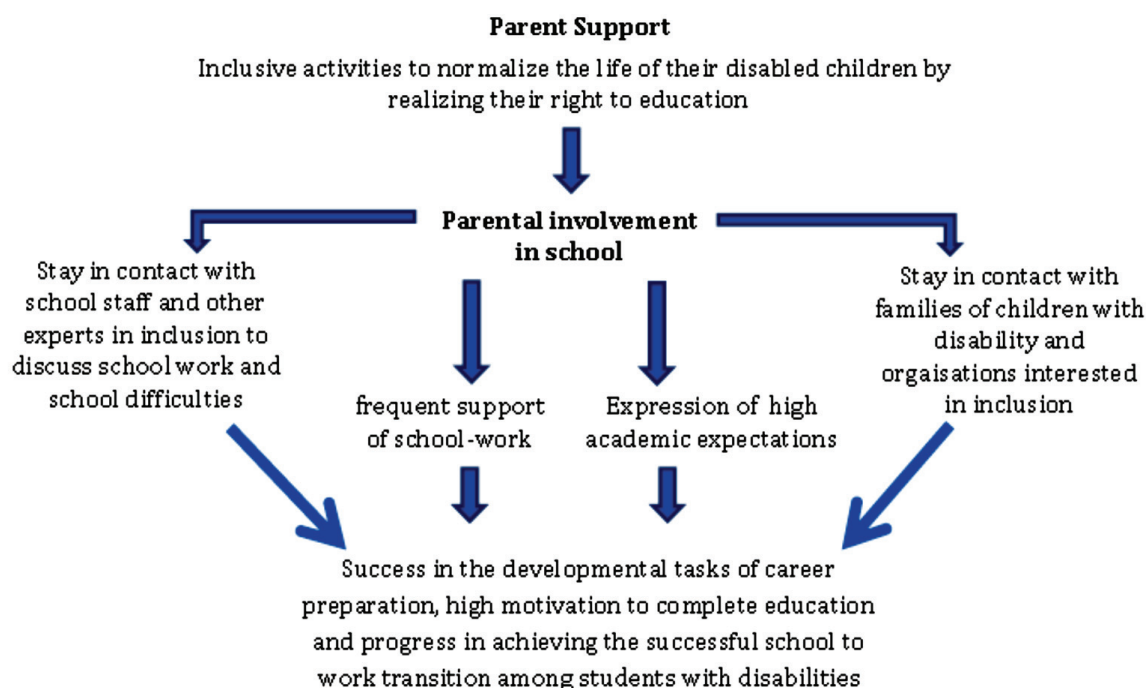
See interview with B lines: 1502- 1521

(MB): Ganz schwierig damals, (I): Hm. (MB): Völlig undenkbar eigentlich, ne. Und da habe ich dann von dem XYr, der ist in Berlin, der ist ein Vater, der sich vor zwanzig Jahre sehr engagiert in der Bewegung "gemeinsam Leben, gemeinsam lernen", der auch veröffentlicht hat dazu und einen Ratgeber geschrieben hat, wie man das (I2): Hm. (MB): Als Eltern durchsetzen kann. (I):

Hm. (MB): Und den Ratgeber habe ich mir gekauft und den habe ich durchgeackert. Und da stand im Prinzip eine Handlungsanleitung drin, wie man das machen kann und die Handlungsanleitung war so, dass man eben, wenn es im Umfeld noch gar nicht vorkam, sehr frühzeitig anfangen muss. Mann muss also vorher die beteiligten Behörden ansprechen, die beteiligten Schulen, die man ins Auge fasst. Man muss Ministerium usw. also zu jedem Kontakt suchen. Und wie macht man das? Indem man Veranstaltungen organisiert und damals hatten wir in der Lebenshilfe in StadtX eine Selbsthilfegruppe Down-Syndrom und da gab mir dieser Vater aus Berlin den Tipp: "Wende dich mal an die Uni in StadtX, da gibt es bestimmt Profe-, da ist ja eine erziehungswissenschaftliche Fakultät" und er meinte, da gäbe es auch wohl zwei Professoren, die in dem Thema unterwegs sind, BM und LY.

Interview with B and his mother also showed that B's parents were highly involved in participation in the future plans of their child and sought contact with school-staff to enable their child to enter and learn in an inclusive school-setting. This information can be found in *category 2.6: School support to normalize the disabled students' life by realizing their right to education (See interview with B lines: 1955 – 2008)*.

Figure (2.1) Parental support to normalize the disabled students' life by realizing their right to education



Category 2.2: Parental support to normalize the life of their disabled children by realizing their right to prepare for future career

Concerning success of parental context in implementing inclusion and normalizing life of their children who have disabilities by realizing their right to prepare for future career, the results of the interviews with teachers, students and their parents revealed multiple facets of a positive parental context as manifested in a high level of parental involvement. In general, the parents were highly supportive and showed high levels of involvement in developmental tasks of career preparation and school to work transition of their disabled children. Accordingly, the parents tried to act inclusively in order to enable their children who have disabilities to access vocational training, find suitable internships consistent with their interests, and to achieve effective transition from school to work and to further education like the typically developed students. The interviews were analyzed in a deductive way. According to the literature on parental involvement, parental career support and role of parents in the supporting developmental tasks of career preparation (e.g., Dietrich & Kracke, Noack & Diener, 2010; Dietrich and Kracke, 2011; Dietrich and Salmela-Aro, 2013; Hua, 2002; Pfeiffer & Piquart, 2012; Rogers, Creed & Glendon, 2008; Palladino Schultheiss, Palma & Manzi, 2005; Perry, Liu, & Pabian, 2010), we identified three subcategories of the main category of parental involvement. These subcategories are:

2.2.1. Parental involvement in process of career preparation: Parents-child frequent talk about career aspirations and career preparation of child.

2.2.2. Parental involvement in process of career preparation: Parents stay in contact with school staff to discuss career preparation activities.

2.2.3. Parental involvement in process of career preparation: Parental interest and their knowledge of activities of career preparation and academic and career plans of their disabled children.

Furthermore, besides the above three subcategories, a further subcategories were also formed inductively to reflect specificities of the parental supportive context which seemed not to be focused on in the reviewed literature (i.e., **Parental expectations for an inclusive world of work**).

These subcategories are:

Subcategory 2.2.4: Parental involvement in process of career preparation:

Knowledge of existing barriers to inclusive world of work

Subcategory 2.2.5: Parental involvement in process of career preparation:

Knowledge of possible solutions for creating an inclusive world of work

Subcategory 2.2.1: Parental involvement in process of career preparation:

Parents-child frequent talk about career aspirations and career preparation of child.

Parents of students with disabilities were also successful in implementing inclusion, normalizing life of their children by realizing their right to access vocational training programs needed to prepare for future career. Both of the interviewed parents were highly involved in exploring future career opportunities of their children in order to help them to make transition from school to further education and work effectively. For instance, they tried to discuss future vocational plans of their children frequently. However, there were differences between A and B regarding their active role in this explorations process. A was a more active partner for her mother in this exploration process because she had higher verbal and cognitive abilities than B. A talked with her mother about her career wishes and vocational plans regularly and frequently. As the following quotation illustrates, during the whole school-years, they (i.e., A's parents and their child "A") were completely worried about the outcomes that may happen and deleteriously influence plans they have for A's future career in case these difficulties in school will continue and increase.

Report of female student with learning difficulties A and her mother

See Interview with A, Lines: 1153-1165

"I (1): Und habt ihr euch öfter auch unterhalten, also mit deinen Eltern über das, was mal, was zu dir passen könnte oder was Du machst? (A): Ja. I (1): Machen willst? (MA): Was? (lacht erstaunt) (A): (lacht und spricht lauter) Ja. (MA): Ja, natürlich...!!! Die ganzen Schuljahre. I (1): Ja, das kann ich mir jetzt auch vorstellen. (MA): Also was werden soll, I (1): Hm. (MA): wenn diese ganzen Schwierigkeiten in der Schule sind?!! I (1): Hm. (MA): Macht man sich die ganze Zeit Gedanken."

Report of male student with Down Syndrome B. and his mother

B was not so verbally competent that he explicitly could express what career related experiences he liked or not. But still his parents learned about his attitudes towards specific experiences by his non-verbal expressions of liking or disliking. The

following quotation shows how B's mother interpreted his reaction to a summer camp setting which was organized especially for mentally disabled children.

See Interview with B, Lines: 2366- 2407

"(I): Nee. Und und auch diese, diese inklusive Erfahrung in der Schulzeit geht dann wieder flöten. (MB): Ja. (I): Weil es eben doch wieder (MB): So und (B) war vor zwei Jahren zehn Tage in dem familienentlastenden Dienst. (I): Hm. (MB): Die haben Ferienprogramm gemacht. Der ist der da hingegangen, er macht ja alles mit. (I): Hm. (MB): (B) ist ja unkompliziert. (I): Hm. (MB): Passt sich ja auch an und macht alles mit. (B): Ja. (I): Hm. (MB): Aber man hat einfach gemerkt nach seiner Inklusionserfahrung, das war jetzt nicht das, was ihn vom Stuhl gerissen hat. (I): Hm. (MB): Der hat sich da angepasst, (I): Hm. (MB): hat sich da eingefügt, war lustig und fröhlich, (I): Hm. (MB): aber er war jetzt nicht so "Mama, ich will da unbedingt wieder hin". (I): Hm. (MB): Was ihn mehr fasziniert hat war dann voriges Jahr in den Sommerferien das Praktikum, ne. Das hat ihm (I): Hm. (MB): dann natürlich wesentlich mehr gebracht. (I): Hm. (MB): Also, dann, und in dem familienentlastenden Dienst sind natürlich dann wieder diese Fälle in Führungsstrichen unter sich. Das ist dann natürlich gar nichts mit Inklusion zu tun. (I): Hm. (MB): Und wenn man Inklusion gewöhnt ist, (I): Ja. (MB): Da kriegt man zu viel einfach. (I): Ja. (MB): Da habe ich gedacht "Na komm, das absolute Minimum, Mindestmaß, was sein muss, weil wir es in dem Moment nicht anders organisiert gekriegt haben. (I): Hm. (MB): Machen wir halt und so. Also Lebenshilfe ist ambivalent. (I) 1: Hm, ja.

Subcategory 2.2.2: Parental involvement in process of career preparation: Parents stay in contact with school staff to discuss career preparation activities.

Other form for parental success in normalizing the life of their disabled children by realizing their right to prepare for future career is their efforts to have contact with teachers and school staff to gather information needed to prepare for future career of their children. As the quoted lines below show, parents in interview with A also did not omit future of their daughter and invested effort and time to collect plenty level of knowledge of conditions necessary for eligibility in social and health school that her child (A) would like to attend in order to pursue her hoped for career (i.e., social care and supervision).

See Interview with A, Lines: 1734-1796

"I (1): Und wann haben Sie diese Schule für Soziales kennengelernt? Also wann war das so eine Option, für die, die sich eröffnet hat? (MA): Ja, eigentlich, die hat sich eröffnet ganz speziell vor zwei Jahren im Schwimmtrainingslager. I (1): Hm.. Ja das sind manchmal so Zufälle, ne. Dass man irgendjemanden kennenlernt. (MA): Eine Schwimmfreundin, mit der sich (A)(A) sehr gut versteht, I (1): Hm. (MA): Der ihre Mutter war mit und die ist Lehrerin an der Schule für Soziales. Hat sich die ganze Geschichte angehört, kannte ja (A), I (1): Hm. (MA): Hat sie dort miterlebt und ich habe das erzählt das ganze Dilemma mit Noten und wie sie da. I (1): Hm. (MA): So in der Schule genommen wird und hat sie damals schon gesagt, sie muss raus aus der Schule. Nach neunte Klasse Schluss, I (1): Hm. (MA): Die muss zu uns kommen. Bei uns schafft sie das. Also, I (1): Ja, ja. (MA): So war das. I (1): Das, das glaube ich auch. (MA): Also, dann habe ich es in Angriff genommen. I (1): Hm.. Und da muss man sich persönlich bewerben oder wie? Müssen Sie da auch Schulegeld zahlen? (MA): Nein, nein. I (1): Ach so. Das ist eine ganz

normale staatliche Schule. (MA): Das ist die Schule, die auch Krankenpflege und alles ausbildet. Kinderkrankenpflege, alle zwei Jahre glaube ich, Hebammen sogar. I (1): Hm. (MA): Fachabitur, die machen ganz viel. I (1): Hm. (MA): Das ist eine riesen große Schule. I (1): Ja. (MA): Riesen Lehrerkollegium, eine tolle Schule. I (1): Hm. (MA): Muss ich sagen. Das, was wir jetzt so mitbekommen haben. I (1): Hm. (MA): Nein, ich habe natürlich die Bewerbung und alles dieser Frau gegeben und die hat alles für uns erledigt. I (1): Hm.. Ja. (MA): Das war dann wieder die Beziehung. I (1): Das ist das, was wir auch immer wieder. Also, was man auch immer wieder in der Literatur liest, ne. (MA): Ja. I (1): dass das so diese Eigeninitiative der Eltern (MA): Ja. I (1): Dann eben Beziehung und Freunde und. (MA): Ja, und seitdem die das gesagt hat, kann ich wieder ruhig schlafen. I (1): Ja. (MA): Ja. Vorher hatte ich wirklich Panik gehabt, I (1): Hm. (MA): Was werden soll. I (1): Ja. (MA): Und seitdem ich das weiß, bin ich ruhig geworden und dann hat immer die Frau (T2): „Haben Sie einen Plan B?“ Und was, und da habe ich mal gedacht: „Oah lässt mich doch in Ruhe alle“. I (1): Hm. (MA): Wir haben einen Plan, ja. I (1): Hm.. (MA): Ja. Ich wusste aber, sie wusste dann viel eher als ich, dass mein Plan nicht aufgeht, na. I (1): Hm. (MA): Naja, das haben wir hoffentlich überstanden und jetzt wird alles gut.“

Subcategory 2.2.3: Parental involvement in process of career preparation: Parents' interest and their knowledge of activities of career preparation and academic and career plans of their disabled children.

Parents participated in the current research work were also successful in implementing inclusion and in normalizing life of their children who have disability by realizing their right to prepare for future career when they showed high interest in knowing all activities of career preparation that their children are participating in- as well as out of- the inclusive school. They also went further to know all *academic and career plans and multiple tasks their children can pursue to achieve successful school to work transition and to realize their vocational dream*. Both interviewed parents were very well informed about their children's career preparation activities. This was because they, firstly, held an intensive contact with teachers in school and, secondly, they themselves were highly involved in creating opportunities for their children.

Report of female student with learning difficulties A and her mother

As already shown above A's parents have a comprehensive knowledge of all activities of career preparation that her daughter is participating in- as well as out of- the inclusive school because they were partly actively involved in arranging some of the career preparation activities. Mother of student A also referred to her knowledge of the various ways that her daughter followed to develop her career plans over the course of a longer lasting time period. She also referred to competencies that her child acquired by attending these activities including being more responsible and autonomous. *For further details see sub-category 1.2:*

Engagement in career preparation activities among students with disability see interview with A, Lines 795-836; see interview with A Lines 952-964.

See Interview with A, Lines: 837-868

(MA): Was ja auch die die Lehrer immer, wenn das dann so kam: „Ja schafft das denn die (A)?“ (A)Also, da habe ich gemerkt, I (1): Hm. (MA): Sie haben völlig falsche Vorstellung von (A)(A). I (1): Hm. (MA): Durch dieses Gutachten. I (1): Hm.. (A): Zum Beispiel sollten wir irgendwie zusammen mal in die Stadt fahren und da hat Herr (Haschke?) gefragt, ob ich das alleine schaffe, Straßenbahn zu fahren. (MA): Ja. I (1): (lacht und gespannt) Aber du bist eigentlich dauernd mit deinen Freundinnen zusammen und lebst du dein Leben alleine. (A): Ja, und der hat mir nicht zugetraut, alleine Straßenbahn zu fahren. (MA): Aber das kommt durch dieses Gutachten. I (1): Ja. (MA): Uns wird das übergeben als behindert. (A): Ich fahre immer Straßenbahn. I (1): Hm. (MA): Und dann passiert das. I (1): Hm. (A): Jeden Tag, also. (MA): Und wenn das in den Köpfen drin ist von den Lehrern, I (1): Hm. (MA): Dann verlangen die auch nichts ab, weil sie denken „Ja um Gottes Willen, das Kind ist ja behindert“. I (1): Ja, ja. Also die hatten keine richtige Vorstellung. Also die haben Dich nicht richtig gesehen eigentlich. (MA): Überhaupt nicht. (A): Nee. (MA): Und wenn sie auch nichts abverlangen, dann hat sie auch nichts gezeigt, wenn es keiner, I (1): Hm.

See Interview with A, Lines: 1134- 1142

“I(1): Genau, das denke ich schon auch. Und wenn wir jetzt nochmal zurück zu dem Zukunftsthema kommen. Du hast gesagt, Du hast dann ein Praktikum gemacht im Kindergarten. Hast Du dir das selber überlegt, dass Du das gerne machen würdest? (A): Ja, es mussten alle in der siebten Klasse damals in den Kindergarten gehen. I(1): Ok, und was hast Du dann in der Acht gemacht? (A): Da durfte ich frei wählen und war dann im ... (MA): Behindertenfahrdienst... (A): Fahrdienst. I (1): Hm.“

See Interview with A Lines: 1166- 1176

“I (1): Hm.. und war da die Schule auch ein bisschen hilfreich, dass die mal so ein bisschen unterstützt hat, was könnte beruflich werden? (MA): Das hätten sie sicher gemacht, aber wir hatten schon vorher konkrete Pläne. Also das läuft sehr gut. Diese Berufsvorbereitung. I (1): Hm. (MA): Oder Berufsfindung. I (1): Hm. (MA): Das ist sehr gut organisiert in der Schule. I (1): Hm. (MA): Ja, kann ich bestätigen, aber wir waren darauf nicht angewiesen, weil wir vorher schon konkrete Pläne hatten.“

See interview with A Lines: 1177- 1216

I (1): Hm.. und spielen so bei diesen ganzen Plänen auch so Freunde der Familie oder auch so Großeltern oder Verwandte eine Rolle, dass man sich da so gemeinsam Gedanken macht und unterstützt oder ist das jetzt vor allen Dingen so zwischen Dir und deinen Eltern? (A): Also, so auch zwischen Onkel und Tante. I (1): Man braucht auch immer mal so ein bisschen. (A): Mal auch so ein bisschen geredet drum und ja. (MA): Kann ich vielleicht noch hinzufügen. Also, mein Schwager (lacht), da schräg rüber, hat diesen Krankentransport. I (1): Hm. (MA): oder Rettungsdienst NameXY. I (1): Hm. (MA): ein Behindertentransport. I (1): Hm. (MA): Als eigene Firma und würde natürlich sofort die (A) übernehmen. I (1): Hm. (MA): Also deswegen haben wir nie irgendwelche Zukunftsängste gehabt. I (1): Ja, das ist gut. (MA): Das haben wir immer in der Hinterhand gehabt I (1): Hm. (MA): Und deswegen hatte ich auch nie einen Plan B, den Frau (T2) immer eingefordert haben will. I (1): Hm. (MA): Was wollte ich jetzt eigentlich sagen, jetzt bin ich vom Thema abgekommen. I (1): Nee es ging ja so ein bisschen darum, dass man immer auch also Leute braucht die einen noch ein bisschen da drin unterstützen und das war jetzt der Schwager. (MA): Achso, ja genau, der Schwager. Der hat einen Sohn, der ähnliche Schulschwierigkeiten hatte, aber aber Gott sei Dank nicht in Bildungsgang Lernförderung war, der ist schon ein Stück älter und der hat diese Ausbildung gemacht und ist heute Rettungsassistent. I (1): Hm. (MA): Ja, der hatte auch totale soziale Ader. Hatte große Probleme mit Mathe und Deutsch usw. I (1): Hm. (MA): Und ab Schule für Soziales war er, also sobald er

von der Schule gehen konnte. I (1): Ja. (MA): Und dorthin war er, es war wie eine Erlösung, I (1): Hm.. hm. (MA): Und ab da ging es aufwärts. Deswegen, also das weiß ich schon jahrelang und daran halte ich mich eigentlich, dass das da mal besser werden könnte.

See Interview with A, Lines: 1225- 1247

"I (1): Ist das jetzt schwierige Frage, oder? (lacht). Ok, hm, ja. Und also die Berufsorientierung da in der Schule war so ganz gut sagst Du? Warst Du auch mal beim BIZ oder so? Also jetzt bei der Arbeitsagentur, bei der Beratung dort? (A): Also, wir einen Tag mal mit der Klasse dort, weil wir so eine Beratungswoche hatten. (MA): Ach so, dieses BIZ Bewerbungstraining. (A): Ja und dann hatten wir auch mit der oft auch dorthin mal wenn man nicht weiter wusste, was man machen will, konnte man sich auch mit der so ein Gespräch machen in der Schule I (1): Hm. (MA): Durch eine Lehrerin und da konnte man mit der auch besprechen und hat gesagt, was gut für dich wäre und was nicht. I (1): Hm.. (A): Ja. I (1): Und hast Du auch mal gemacht? I (1): Nee. Hm.. (MA): Ja, weil wir schon konkrete Pläne hatten. I (1): Hm. (MA): Und Frau (T2) wollte mich immer dorthin schicken. I (1): Hm.. (MA): Ja, es gab sowieso nur diesen einen Weg für uns. I (1): Hm. (MA): Schon die ganzen Jahren."

Results of interview with student A also showed that A's mother has a comprehensive knowledge of academic and career plans and multiple tasks her daughter A can pursue to achieve effective school to work transition and to realize her vocational dream. **For further details see subcategory 1.1: Development of career and academic plans, aspirations, and interests. See Interview with A, Lines 1548-1655.**

Report of male student with Down syndrome B and his mother

In a similar vein, the below lines quoted from the interview conducted with the male student with Down syndrome B and his mother also show that B's parents were very interested in academic and career future of their child B and tried to have a comprehensive knowledge of all activities of career preparation that their son attended. For instance, mother of A had knowledge of various internships and tasks her child B did. She also talked about evaluation written by directors and individuals responsible for such activities, and referred to the competencies her child developed when he attended these activities. For further information **see subcategory 1.2: Engagement in career preparation activities among students with disability. See Interview with B, Lines: 198- 288; See interview with B Lines: 388- 595; See interview with B, Lines, 2816- 2906.**

See interview with B lines: 572-614

(I): Hm, und wäre das eine Option für Sie, dass (B) da in dieser Einrichtung der Lebenshilfe dann arbeitet? (MB): Also das wäre auch denkbar, ja. Aber müsste eben ein Integrationsbetrieb sein. (I): Hm. (MB): Maximal, ne. (I): Hm, hm. (MB): Wobei ... Ja die sind halt ... Der Vorteil der Lebenshilfe war, der Vorteil der Lebenshilfe war... (B): Das (unv.). Frau M. (MB): Frau M. (B): Ist meine Leherein. (MB): Ist deine Klassenlehrerin und die für Mathe. (B): Deutsch. (MB): und Deutsch, ja. (I): Hm. (B): (unv.) Englisch. Ich kann Englisch. (I): Du kannst Englisch? (B): Ja. (I): Super. (B): Ich zahle ein (Zahl?) Englisch. (I): Aha, die Zahlen kannst du auf Englisch. (B): One, two, three, four, five, six, seven, eight, nine, ten. (I): Wow, klasse. Very good. (lacht) (B): (unv.) (MB): Und Lebenshilfe ist halt eine Organisation sage ich mal, die haben ja zum Ziel, speziell

sich um Menschen mit geistiger Behinderung zu kümmern. Und die sind ja bundesweit aktiv. Und das ist ja, die gibt es ja Jahrzehnte und die nutzen, ich sage mal, wie soll ich das sagen. Die sind halt als Organisation fest etabliert und die ganzen Hilfen und Unterstützungsleistungen, die die bekommen können, wissen die eben auch sehr genau einzusetzen, um dann eben ihre Institution zu betreiben. (I): Hm. (MB): Ich will es mal so sagen, an einem einfachen Beispiel vielleicht, was ich meine. Wir haben ja in den Ferien immer, als er noch jünger war, jetzt kann man das ja mal mit einem Praktikum auch machen, so eine Ferienzeit abdecken, hatten wir das Problem: Wir müssen ihn irgendwie betreuen. Ja und jetzt gibt es aber so viel Schulferien, was selbst [Arbeitgeber der Eltern], kriegt man die Ferien nicht alle abgedeckt. Das heißt, bis zur Grundschule einschließlich hatten wir einen Hort, danach hatten wir keinen Hort, das heißt während der Schulferien musste das von einer Betreuung abgesichert sein. (I): Hm. (MB): Also entweder musste ich dann zuhause bleiben oder mein Mann und das hieß eben, wir mussten uns unserem Urlaub so aufteilen, dass das lückenlos.

Further evidence regarding success of context in normalizing life of students with disabilities by realizing their right to access career education in inclusive setting can be found in reports of teachers, parents and their disabled children when they talked about level of engagement in career preparation activities as shown by students with disabilities. For further details, turn to subcategory **(1.2): Engagement in career preparation activities among students with disability**. *See interview with teachers from inclusive school X, Lines: 435- 468; See interview with A, Lines 795-836; See interview with A Lines 952-964; See interview with B Lines: 198- 288; See interview with B, Lines 388- 595; See interview with B, Lines, 2816- 2906.* It is logic, for instance, to assume that disabled students could not realize their right to access such activities when their school did not provided them with such curriculum, and when their parents did not involve actively in process of career preparation of their children who have disabilities.

Subcategory 2.2.4: Parental involvement in process of career preparation:
Knowledge of existing barriers that hinder creating an inclusive world of work

Presence of further organizations in the macro level enabled parents to expect work chances that individuals with disabilities may find and pursue.

Report of female student with learning difficulties A and her mother

Parents of child A as the interview showed were well informed about all barriers that influenced the future career of their daughter negatively. All of these barriers were nearly existent in school context. **For further details see main category negative teacher behavior.**

Report of male student with Down Syndrome B. and his mother

Mother fears that the cognitive stimulation of the inclusive school setting will stop after B. had left school. She thinks that the level of writing and calculating he had achieved will not continue if there is no input anymore. She knows that "Lebenshilfe" organizes such opportunities.

See interview with B, Lines: 2187-2219

(MB): Und was auch ganz wichtig ist, und da weiß ich jetzt auch noch nicht genau, wie wir das machen können, wenn er die Schule mal nicht mehr hat, wenn also Lesen, Rechnen, Schreiben in der Intensität wegfällt. (I): Hm. (MB): Dann besteht halt die Gefahr, dass das verschüttet, (I): Hm. (MB): Wenn er das nicht weiter trainiert. Das heißt er muss praktisch auch nach der Schule weiterhin irgendwie Lehrgänge, Kurse, irgendetwas machen, (I): Hm. (MB): Wo er schreiben, lesen rechnen muss. (I): Hm. (MB): Das muss wachgehalten werden. (I): Hm. (MB): Und da weiß ich auch noch nicht, wie wir das hinkriegen, wie das laufen kann, wer das machen kann, die Lebenshilfe hat so Fortbildungsangebote (I): Hm. (MB): Für Menschen mit Behinderung, (I): Hm. (MB): Mit geistiger Behinderung auch. Ich habe auch mal gehört von der Frau W vom Jenaer Zentrum. (I): Hm. (MB): Für selbstbestimmtes Leben, (I): Hm. (MB): dass es über Eingliederungshilfe auch finanziert werden kann. (I): Hm. (MB): Solche Kurse bieten die auch an. (I): Hm. (MB): dass die also diese Kulturtechniken, die Fähigkeiten, die sie in Kulturtechniken erworben haben, (I): Hm. (MB): Im Lauf der Schule, oft waren das die, dass die nicht verschüttet gehen. (I): Aber wo sehen Sie denn die Möglichkeit, dass es einen Arbeitgeber geben wird, der also wo (B) arbeiten kann außerhalb jetzt in den Einrichtungen der Lebenshilfe?

According to mother of student B presence of internships offered by several companies for adolescents with handicaps (e.g., when she talked about a fair organized by the chamber of trade and industry in the town where B. went to school) is a success, but the big challenge that still exist is to find continues occupation for these disabled adolescents.

See interview with B lines: 2245 - 2261

(MB): Ja doch, ja, kann man nicht ganz so, also es sind keine festen Arbeitsverhältnisse entstanden. (I): Aber Praktika sind schon entstanden? (MB): Praktika sind eine Menge. (I): Ah, ja. Also, das ist (unv.). (MB): die ganzen Praktika bei der Lebenshilfe bei der E. sind Ergebnisse von der IHK. (I): Ok.. (MB): Und Herr Schulde sagte mir, dass er als Lebenshilfe sich seitdem gar nicht retten kann vor Praktikaaanfragen. Und ein Mitschüler von ihm, der jetzt bei ihm in der Klasse ist, der war auch auf der, der kommt aus Stadt X, der war auch dort, macht jetzt in der Naturkost GmbH, die sich dort auch vorgestellt hatte. Also Praktika sind eine Menge entstanden. (I): Ah ja, super. (MB): Also das würde ich jetzt nicht so sagen. (I): Ah, ok (MB): Wir müssen wieder etwas veranstalten, ne.

Mother describes that „Lebenshilfe“organizes support for families with handicapped children. They take all the money a family receives from the community. From the

mother's point of view the organization Lebenshilfe uses the money to stabilize a system which is not inclusive.

See interview with B lines: 2315- 2365

(MB): Oder er hat eine Pflegestufe. (I): Hm. (MB): Wenn ich jetzt Ferienbetreuung, hatte ich ja eben gesagt, vorhin gesagt. (I): Hm. (MB): So wir müssen das absichern. Also das heißt wir teilen den Urlaub, was dazu führt, dass wir als Familie kaum gemeinsam Urlaub machen können. (I): Hm. (MB): Also wenig nur max, also, wenn es gut mal zwei Wochen. (I): Hm. (MB): Aber eher nicht so. Und da gibt es aber über die Pflegeversicherung, gibt es die Möglichkeit der Verhinderungspflege, ne. Also da kann man 28 Tage, kann Pflegeperson im Jahr sagen "Ich muss jetzt selbst Urlaub machen, (I): Hm. (MB): so quasi mal ganz alleine für mich". (I): Hm. (MB): Und dafür kriegt man dann bis zu fünfzehnhundert Euro und die kann man dann nehmen, um eine Ersatzpflegeperson zu finanzieren. Oder eben, was die Lebenshilfe dann macht, familienentlastenden Dienst, die bieten das an, dass man dann den zu betreuenden Angehörigen dahin geben kann und die sich in ganzen Tag um den kümmern. (I): Hm. (MB): Ja. Und man kann dann selbst was machen so. (I): Hm. (MB): Das nennt sich familienentlastender Dienst. (I): Hm. (MB): Und die sagen eben, die 1500 Euro, 28 Tage sind 70 Euro pro Tag und wenn ich ihm, habe ich mal vor zwei Jahren gemacht, weil kein anderer Weg ging in der einen Woche, ich konnte mich, vor allen Dingen mein Mann konnte. So, dann haben die natürlich auch die vollen 70 Euro für den Tag einkassiert. (I): Hm. (MB): Und damit haben die ihren familienentlastenden Dienst finanziert. (I): Hm. (MB): Verstehen Sie das, was ich meine? (I): Ja, ja, ja ja... Ich verstehe.. (MB): So und dann haben die jetzt, hat die Pflegeversicherung hat diesen Satz erhöht vorheriges Jahr und dann kam direkt ein Rundschreiben vom familienentlastenden Dienst der Lebenshilfe, dass sie ihre Sätze auch erhöhen entsprechend. (I): Hm, hm. (MB): Ja, so das heißt also die Hilfe, die eigentlich ihm zusteht, die, auf die er Anspruch hat, wird genutzt, um eine Institution (I): aufrecht zu erhalten. (MB): aufrecht zu erhalten, damit natürlich Ämter, Arbeitsstellen und so weiter. (I): Ja. (MB): Natürlich vom Fachkräften, ist ja auch schön, dass sie das machen, die machen das auch sicher nett und gut, ja. (I): Ja. (MB): Aber ist ist, wollen wir so unsere Hilfen zukünftig finanzieren? Dann ist es wieder im Rahmen der Gessellschaft so: "Ach, da gibt es die Lebenshilfe in Stadt X, die sind dafür zuständig, (I): Ja, ja. (MB): Wir müssen uns nicht kümmern".

Mother of child B reported that the non-inclusive support system of „Lebenshilfe“ does not fit to the experiences B had made in his inclusive school setting. He took part in a summer program, but he did not especially enjoy it.

See interview with B lines: 2366- 2389

(I): Nee. Und und auch diese, diese inklusive Erfahrung in der Schulzeit geht dann wieder flöten. (MB): Ja. (I): Weil es eben doch wieder (MB): So und (B) war vor zwei Jahren zehn Tage in dem familienentlastenden Dienst. (I): Hm. (MB): Die haben Ferienprogramm gemacht. Der ist der da hingegangen, er macht ja alles mit. (I): Hm. (MB): (B) ist ja unkompliziert. (I): Hm. (MB): Passt sich ja auch an und macht alles mit. (B): Ja. (I): Hm. (MB): Aber man hat einfach gemerkt nach seiner Inklusionserfahrung, das war jetzt nicht das, was ihn vom Stuhl gerissen hat. (I): Hm. (MB): Der hat sich da angepasst, (I): Hm. (MB): hat sich da eingefügt, war lustig und fröhlich, (I): Hm. (MB): aber er war jetzt nicht so "Mama, ich will da unbedingt wieder hin". (I): Hm.

Mother describes the procedure how the "Arbeitsagentur" decides about B's options for occupation. They test his abilities and write an expertise about his chances to work in the regular labor market or in the "Werkstatt für Behinderte". Mother

expects that B. will not get the chance to work in the regular labor market. But there is a chance recently that for two years handicapped individuals get their personal budget. This can be used to approach a company in the regular labor market to make inclusive work experiences at least for two years.

See interview with B Lines: 2587- 2613

(MB): Das heißt seine Schulpflicht endet im Sommer. Dann müsste er jetzt ein psychologisches Gutachten bei der Arbeitsagentur machen und da wird seine Arbeitsmarktfähigkeit getestet. (I): Hm. (MB): Das ist das weitere Problem. (I): Hm. (MB): Dieser Test ist das absolute Geheimnis. (I): Hm. (MB): Oder kennen Sie den? Also ich kenne ihn nicht. (I): Hm. (MB): Ich versuche, da schon ran zu kommen, Frau Weide kennt ihn auch nicht, sie hat auch schon versucht, da ran zu kommen. (I): Hm. (MB): Man darf als Eltern nicht dabei sein. Er ist also alleine in der Situation. Und da wird eingeschätzt: Werkstatt oder eben Arbeits, erster Arbeitsmarkt. Und das ist so, dass wenn Werkstatt raus kommt, er eigentlich in die Werkstatt muss. Und es wird mit einer hohen Wahrscheinlichkeit Werkstatt bei ihm raus kommen. Und das ist jetzt dieses Blatt hier. (I): Hm, mit dem persönlichen Budget. (MB): Dass man das, die ersten zwei Jahren in der Werkstatt ist Berufsbildungsbereich und den kann man sich jetzt raus nehmen, budgetieren lassen, na. Also die ersten zwei Jahre in der Werkstatt bezahlt die Arbeitsagentur und die sind Arbeitsbreich, Ausbildungsbereich der Werkstatt, kann man sich bündetieren lassen und mit diesem Budget der Werkstatt, nach dem Muster der unterstützten Beschäftigung, das organisieren. Also ich nehme das Budget und sage ich habe einen Betrieb, ja, und der macht mit (B) nach dem Muster der unterstützten Beschäftigung mit dem Budget der Werkstatt das hier.

Mother says that possibly B is in between “Werkstatt” and “unterstützter Beschäftigung”. The “Arbeitsagentur” pays for three months during that B. could try out whether he is able to manage three hours a day in a regular job.

See interview with B Lines: 2639-2659

(MB): Also, selbst die Maßnahme die unterstützten Beschäftigung wird wahrscheinlich für ihn noch zu hoch sein. Und, also zumindestens müssen wir damit rechnen. Was sein kann ist, dass er, dass sie nicht so genau wissen, Werkstattfähigkeit ja oder nein, Arbeitsmarktfähigkeit ja oder nein. Dann kann man dazwischen schalten, also das Gutachten ergibt kein eindeutiges Ergebnis. Dann kann man dazwischen schalten eine Maßnahme der (DiAM?), Diagnose Arbeitsmarktfähigkeit. Die geht über drei Monate und das macht auch die JBF. (I): Hm. JBF, Jugendberufshilfe. (MB): Berufshilfe in Stadt X. Das macht auch die Jugendberufshilfe in Stad tX und dann kann er die durchlaufen. Aber Das geht nur, wenn eben das Gutachten nicht klar ist und wenn das Arbeitsamt das bewilligt. Das wäre jetzt noch so eine Idee, die ich denke, dass er vielleicht da rein kommt, (I): Hm. (MB): Wenn er nicht gleich, (I): Hm. (MB): Wenn er vielleicht (I): Hm. (MB): Doch besser ist (I): Hm. (MB): Als Werkstatt, ja. (I): Hm.

Mother says that even if B. would get “unterstützte Beschäftigung” the company which takes him gets only money from the state for two years. After that they have to employ him on a regular basis. This is very difficult for regular companies. Only public companies like energy suppliers could offer such jobs.

See interview with B Lines: 2699-2744

(MB): Also er ist immer noch ein bisschen zu schlecht in Anführungsstrichen, selbst für die (I): Hm. (MB): originäre Maßnahme der UB. (I): Hm. (MB): So und das weitere Probleme ist eben, dass selbst wenn sie also alles hinkriegen, sie kriegen mit dem Budget ein UB hin und sie finden einen Betrieb, der das zwei Jahre lang macht. (I): Hm. (MB): Dann muss der Betrieb ja auch danach noch sagen: (I): Hm. (MB): "Ich nehme ihn weiter". (I): Ja, ja. (MB): Das heißt Sie brauchen also ein Betrieb, im Grunde einen öffentlichen Arbeitgeber. Sie brauchen so etwas wie die Stadtwerke. (I): Richtig, richtig. (MB): Wo Sie wissen, dass es den auch noch in fünfzig Jahren gibt. (I): Ganz genau und wie sind die so hier drauf in StadtX? Also, (MB): Die XY-Betrieb (...) die waren ja, die waren ja auf unserer, die SF-Betrieb waren ja auf der Börse (I): Hm. (MB): Und daraufhin, das was ja auch ein Ergebnis, (I): Hm. (MB): Dass (B) da ein Praktikum. Also insofern (I): Hm. (MB): Hat die Börse schon etwas gebracht. (I): Hm. (MB): Die war jetzt nicht so (I): Hm. (MB): Also so schlecht war sie nicht. Es sind eine Menge Praktikas daraus entstanden, aber die XY-Betrieb ist natürlich auch, ja die, da muss ich jetzt auch nochmal den Kontakt suchen. Die haben das gemacht, ehm, weil die auch die Schulleiterin von der XXSchule ganz gut kannte. Und da gab es einen persönlichen Kontakt (I): Hm. (...) Die konnten sich halt nicht leisten, da nein zu sagen. (I): Hm.

Subcategory 2.2.5: Parental involvement in process of career preparation:

Knowledge of possible solutions for creating an inclusive world of work.

Mother describes the problem that established institutions like „Lebenshilfe“ receives money which should enable individuals to lead an independent work life. Children with mental disabilities usually work in the workshops of “Lebenshilfe”. The institution receives money from the state and gives only a small amount of the money to the mentally handicapped.

See interview with B Lines: 2280- 2313

(MB): Was aber jetzt, ich mache Ihnen davon auch mal auch eine Kopie. (I): Ja, das ist nett. (MB): Was ich nur eben meinte, das Problem, was ich eben habe, wie auch mit der Lebenshilfe hat eben ein Integrationsbetrieb, ja. So, die sind als Institution über Jahrzehnte etabliert, die wissen, welche Hilfe Menschen mit geistiger Behinderung bekommen, ja. So, und die Hilfen, die die bekommen, ihm zusteht, die wir beantragen müssen oder (I): Hm. (MB): die er beantragen muss vertreten durch seine gesetzlichen Vertreter. Die kriegen ja, die fließen ja alle in den Institutionen... (I): Ja. Und der kriegt nur ein Taschengeld im Grunde genommen, von dem man nicht leben kann. (MB): Genau. (I): Ja, ja. Ich kenne das Problem. (MB): Ja. (I): Also wir sind sehr eng auch in Kontakt mit Herrn B. (MB): Ja. (I): Und den (unv.). Und der kämpft ja auch ganz stark, ja, gegen also diese.. Gegen diesen einen Weg praktisch, ne. (MB): Ja. (I): Der so die jungen Menschen dann so in Abhängigkeit halt. (MB): So, und da muss ich jetzt sagen, also, die Hilfen, die er bekommt ja, wenn er mal in eine Werkstatt gehen würde, dann kriegt ja die Werkstatt Geld für ihn. (I): Hm. (MB): So, das ist Eingliederungshilfe, so wie Sie jetzt die Schulassistentin, die Schulbegleiterin bezahlt wird über das Sozialamt. Das Geld sehen wir ja gar nicht, das geht direkt an den privaten Träger, (I): Hm. (MB): der die beschäftigt. Geht das Geld, was ihm, aber das Geld, was ihm ja eigentlich zusteht, (I): Hm. (MB): Ist ja seine Hilfe, (I): Ja. (MB): Geht dann praktisch in die Institution.

In the following lines, mother of B is explaining strategy that Lebenshilfe is following to prepare individuals with disabilities for their future career and thus to employ

them. Consistently, mother of B said that "Lebenshilfe" is very experienced to organize money for their duties they offer to mentally handicapped children and their families. When they organize internships they know where they could get the money for that. Small firms/companies on the regular labor market often do not know how to get the money.

See interview with B Lines: 2406- 2428

(MB): Machen wir halt und so. Also Lebenshilfe ist ambivalent. (I): Hm, ja. (MB): Ein Erlebnis im Zusammenhang mit dem Praktikum. (B) hat das gemacht, das ist ja ein Integrationsbetrieb, sind sehr auf seine Besonderheiten eingegangen, weil sie das Klientel ja kennen, weil sie die Problematik wissen damit umzugehen, die wollten auch keine Assistenz, wollten das alleine mit ihm machen, haben sie auch, haben ihn nett aufgenommen, da war alles super. Monate später sollte ich hinkommen um was zu unterschreiben, da haben die dann beim Integrationsamt in Stadt X irgendeine Förderung für sein Praktikum. (I): Hm. (MB): beantragt. Ich habe das unterschrieben, habe aber den Schulleiter dann gefragt, ich sage "Wofür ist denn das jetzt oder aus welchem Topf?". (I): Hm. (MB): Ja konnte er mir auch nicht so genau sagen. Auf jeden Fall habe ich mir dann die Kontaktdaten von der Ansprechpartnerin im Integrationsamt in Stadt X geben lassen und habe die angemailt. Ich sage ich hätte gehört, die würden die Förderung kriegen für die Durchführung des Praktikums für (B) und (B) hätte ja auch in anderen Betrieben schon Praktika gemacht und da hätte es das nicht gegeben und ob sie mir, ob es da irgendein Topf gibt, irgendwelche Informationsflyer, wo man da etwas beantragen kann. Keine Antwort. Erinnert, keine Antwort. Und ich habe bis heute keine Antwort, muss jetzt nochmal nachhaken. Also die Lebenshilfe als Institution weiß, welche Töpfe die anzapfen können. (I): Hm.

Mother thinks that a small company in the regular labour market would also employ B or other children with mental handicaps if they would receive money from the state.

See interview with B lines: 2429- 2448

(MB): Und die haben jetzt für das Praktikum von (B), für die zwei Wochen wo er da war in den Sommerferien, vierhundert Euro haben die einkassiert. (I): Hm. (MB): Ja. Ehm, und zwar ein reines Praktikum. (I): Hm. (MB): Zur Vorbereitung mal einer Tätigkeit als Küchenhilfe. (I): Ja, und ich meine, wenn man mit, das denken Sie ja auch, (MB): Ja. (I): Wenn man mit den vierhundert Euro jetzt zu irgendeinem anderen Betrieb gehen würde, (MB): Ja, genau. (I): Der frei arbeitet, (MB): Ja. (I): Die würden es auch gerne nehmen und würden ihn dann auch nehmen. (MB): Ja. (I): Das ist richtig. (MB): Genau so. (I): Ja. (MB): Und ich habe bis heute keine Antwort. (I): Hm.

In the following lines, mother of B. says that the society has to change as a whole in order to change towards an inclusive society. Companies have to realize that when they employ a handicapped person they will not be as efficient as non-handicapped people. But companies have to accept it as a social duty to provide jobs for handicapped.

See interview with B Lines: 2498-2531

(MB): Es muss der Gesellschaft auch klar sein, wenn ich einen Arbeitnehmer mit geistiger Behinderung einstelle, dass der dauerhaft Unterstützung braucht. (I): Hm. (MB): Und dass ich

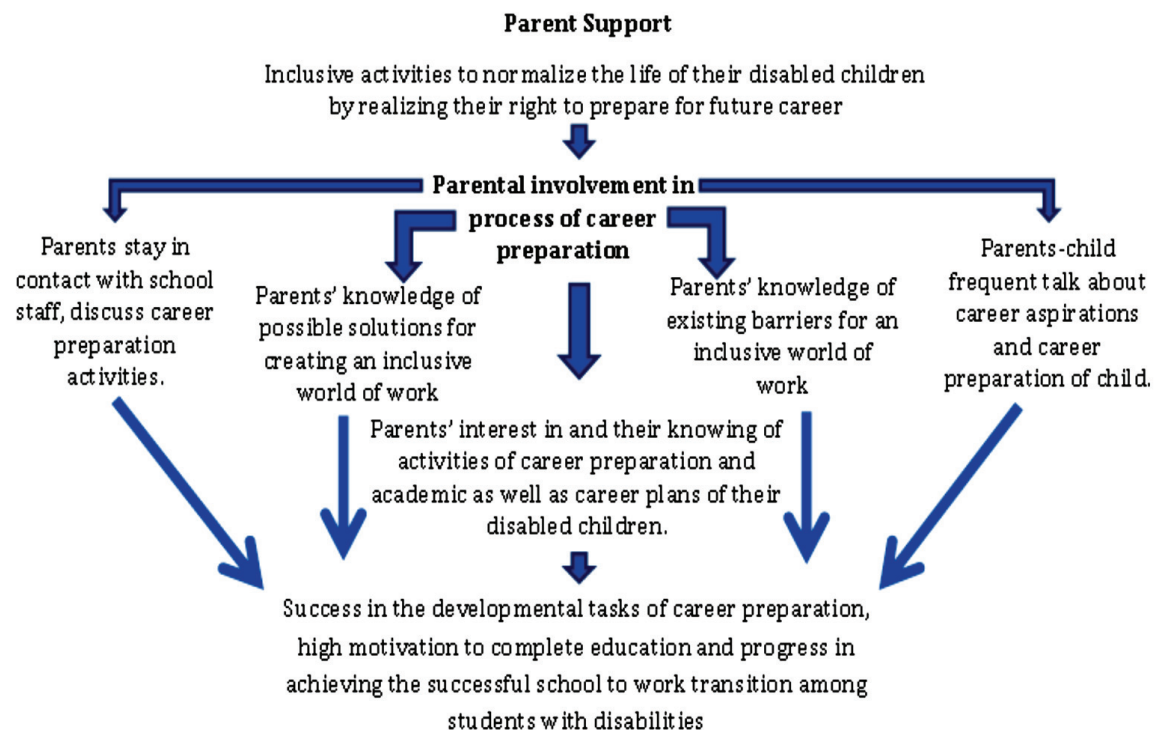
auch als Betrieb, sage ich mal, einfach akzeptieren muss, dass ich ein, zwei, drei Arbeitnehmer in meinem Betrieb habe, je nachdem wie groß der Betrieb ist, (I): Hm. (MB): Die eben dauerhaft einen Unterstützungsbedarf haben und dass ich den Unterstützungsbedarf zu einem Anteil auch selbst leisten muss. (I): Genau, dass der kalkuliert werden muss. (MB): Dass der kalkuliert werden muss. (I): Budget und so weiter. (MB): Und dass ich da nur einen Teil ersetzt bekomme, dass ich aber auch einen Beitrag leisten muss. (I): Ja, ja genau. (MB): Dass es auch meine Aufgabe ist. (I): Ja, und diese Abgabe, die Betriebe zu leisten haben, wenn sie keinen Behinderten einstellen, (MB): Ja. (I): Ist ja ganz gering. (MB): Ja. (I): Und deswegen ist halt immer noch die Kalkulation "Dann zahle ich das lieber als (MB): Ja. (I): Dass ich jemanden einstellte und dann eben noch eine Unterstützung mit drin haben muss. Das denke, aber ich glaube, das ist ein ganz großes gesellschaftliches Thema, dass ein Betrieb, ja wie soll man es sagen, so eine Geldwerteleistung (MB): Ja. (I): Davon hat, dass wenn er sich sozial aufstellt. (MB): Hm. (I): Also dass es über Reputation geht und nicht über Gewinn. (MB): Ja. (I): Und das denke ich auch, dass muss die Gesellschaft umdenken, ja. (MB): Ganz dringend, ja. (I): Sehr schön.

Mother refers to American law companies, which have to pay 10 percent of their yearly turnover for social projects. She thinks about this option for German companies or official institutions. It would be like a social tax which is used to create jobs all over the society. That in every institution you will find workers with handicaps.

See interview with B Lines: 2532-2569

(MB): Also ich habe mal mitbekommen, dass amerikanische Anwaltskanzleien, ich kann Ihnen jetzt aber keine Unterlagen. (I): Hm. (MB): Oder eine Fundstelle davon geben, (I): Hm. (MB): Dass die zehn Prozent Ihres Jahresumsatzes für gemeinnützige Arbeit oder für gemeinnützige Zwecke unentgeltlich erbringen müssen. Sie müssen also zehn Prozent ihres Jahresumsatzes, mehr oder weniger kostenlos (I): Hm. (MB): erbringen, die Leistung dafür. (I): Hm. (MB): für einen gemeinnützigen Zweck, also im Gemeinwohlinteresse. (I): Das ist wie so eine Sozialsteuer im Grunde. (MB): Ja, genau. (I): Also, das wäre als ob die zehn Prozent mehr Steuer bezahlen. (MB): Ja, genau. (I): Und die werden aber direkt umgesetzt nicht in Rüstung, sondern in ... (MB): So, das ist im Prinzip, jetzt sage ich mal, Aufgabe, ich stelle mir halt so vor, jeder Betrieb, auch jede öffentliche Verwaltung, (I): Hm. (MB): Jeder Behörde, auch ein Lehrstuhl an der Universität (I): Ja, das haben wir selber auch schon, ja, genau. (MB): Muss sich Gedanken machen "Können wir eine Arbeit schaffen, die auch ein Mensch (I): Ja. (MB): wie (B) kann. So und gibt es da Tätigkeiten, gibt es Möglichkeiten und wenn ja, (I): Hm, hm. (MB): Müssen wir jetzt mal kreativ sein". (I): Ja. (MB): Und jeder hat in seinem Bereich die Aufgabe, dass für mindestens einen Menschen mit Behinderung zu machen. (I): Hm. (MB): Und da gibt es auch keine Ausgleichsabgabe und nichts. (I): Hm. (MB): Sodass egal wo ich hinkomme, ob ich ins Schwimmbad gehe, auf eine Behörde gehe, in der Schule, im Kindergarten, im Sportverein, in der Kirchengemeinde, egal in welchem gesellschaftlichen Bereich, es selbsverständlich ist, dass ich da auch auf einen Menschen wie (M) treffe.

Figure (2.2) Parental support to normalize the life of their disabled children by realizing their right to prepare for future career



Category 2.3: Parental support to normalize the life of their disabled children by realizing their right to be protected from discrimination

The results of interviews with children with disabilities (A and B) and their mothers also revealed that parents of children with disabilities were successful in implementing inclusion and in normalizing life of their disabled children when they did not show any discriminative treatment against them. To review these results, two subcategories of this main category were defined inductively. These subcategories' are:

2.3.1: Fair and non-discriminative parental perceptions of their children's abilities and weaknesses

2.3.2: Prevention of any type of discrimination in school

Subcategory 2.3.1: Fair and non-discriminative parental perceptions of their children's abilities and weaknesses

Reports of students with disabilities and their parents

Results revealed that parents of disabled students tried always to focus on- and promote strengths of their children in order to increase chances of normalization and inclusion of these children in the larger society, and chances that they will achieve developmental tasks of school engagement, education completion, career preparation and getting an employment.

Report of female student with learning difficulties A and her mother

As the lines below show, mother of A does not always focus on the impairments of her daughter. She has actually optimistic view and tries always to highlight the positive and normal side of her child. In sum, she is not a kind of parents who discourage their daughter or underestimate her abilities.

See interview with A, Lines: 46-58

I (1): Und wie würden Sie (A) beschreiben? (MA): Sehr freundlich, sozial, hilfsbereit, zuverlässig, strukturiert. Hm, habe ich etwas vergessen? I (1): Auch sportlich aber? (MA): Hm, Jaaa. I (1): (lacht). (MA): (lacht) Schwimmen. Ansonsten nicht so wahnsinnig talentiert sportlich. Schwimmen macht sie seit ihrem vierten Lebensjahr und da kann man das dann nach so vielen Jahren. I(1): Ja, das ist ja toll. I(1): Also, was machst Du speziell? Schwimmen, hast Du eine Spezialität wie Kraulen, Brust, Rücken oder so? (A): (Schmetzt?) kann ich sehr gut, Kraulen und Brust.

As the quotation below shows, knowledge that mother of A has with regard to abilities and interests of her daughter (A) enabled her to orient 'A' academically and vocationally. In this term, A's mother maintained that she is completely confident that her child can learn, achieve and succeed in school of social and health sciences as A is interested in social activities.

However, A's mother did never blame her daughter for school non-completion. She further blamed school staff for the extreme neglect and omission that her daughter has been exposed to. Mother of A. also expressed her dissatisfaction and frustration because teachers in school X failed completely in implementing inclusion when they ignored abilities of her daughter and focused basically on her impairments and disabilities (e.g., difficulties in math and German language). Such neglect led to school non-completion and minimized A's opportunities to enter school of social and health

sciences that suits her abilities and interests, and that will prepare her for her future career.

See interview with A, Lines: 83-121

(MA): Und es ist also alles überhaupt nicht so gelaufen, wie mir das mal versprochen wurde und wie das angedacht war. Ist alles schief gegangen und sie hat den Ausbildungsvertrag an der Schule für Soziales bekommen, weil wir davon ausgegangen sind, dass sie jetzt nach der neunten Klasse den Hauptschulabschluss bekommt. I (1): Hm. (MA): Hat sie nicht bekommen. Ich habe überall hingeschrieben, ich habe auch noch keine Antwort bekommen. Aber ich gehe davon aus, weil es diesen Fall schon einmal gab vor ein paar Jahren, dass sie trotzdem dort anfangen darf und aber ein Jahr länger machen muss und das erste Ausbildungsjahr wird der Hauptschulabschluss erst mal werden. I(1): Hm. Das ist ja, eigentlich. Wie geht es Dir mit der Perspektive? Wie findest Du das? (A): Ja, ganz Ok. I(1): Hm. Und woran hat es dann jetzt gehangen, dass das mit dem Hauptschulabschluss nicht geklappt hat? (MA): Das Gutachten zur Lernförderung hat den Hauptschulabschluss ausgeschlossen. I (1): Ok. (MA): Ich wollte, dass das aufgehoben wird. Ich wurde immer wieder getröstet mit dem Hinweis, sie würde das ja vielleicht eventuell nicht schaffen und ein Zurück würde es nicht geben. Ich habe ausgemacht, dass sie Hauptschulnoten bekommt. I (1): Hm. (MA): Weil das wurde mir angeboten. Aber, ich fühle mich total veräppelt von der Schule, weil die wussten das schon vorher, dass das Gutachten den Hauptschulabschluss ausschließt und haben aber gesagt sie wollen das mal noch lassen, sie bekommt aber Hauptschulnoten, weil sie ja auch wussten den weiteren Plan. I (1): Hm. (MA): Also, sind alle überzeugt, dass (A) diese Ausbildung schafft, weil sie sehr sozial orientiert ist. I (1): Hm. (MA): Und sehr praktisch orientiert und praktisch ist sie sehr, sehr gut. I (1): Hm. (MA): Ist halt Mathe, Deutsch, Englisch usw. ist halt ein bisschen schwierig. I (1): Hm. (MA): Na aber diese Ausbildung orientiert sich sehr praktisch und das war der Plan und jetzt im Prinzip eine Woche vor Schulschluss hat man mir mitgeteilt „Ja die (A) hat ja doch den Hauptschulabschluss gar nicht geschafft“. [...]

Mother of child A is completely confident that her daughter can achieve, learn and succeed in school. She, therefore, thinks that the case of disablement is created by the teachers in X school who failed to implement inclusion when they simply ignored A's potential and focused basically on her disabilities and impairment.

See interview with A, Lines: 213-222

I(1): Und also, dieses.. die Schule für Soziales wäre jetzt einfach eine Chance, dass Du ganz neu anfängst und einfach zeigst, dass Du lernst und lernen kannst und den Hauptschulabschluss schaffst. Sozusagen auch aus deiner Sicht oder? (A): Ja. (MA): Ja, endlich mal. I (1): Hm.. (MA): Nicht diesen Behindertenstatus in den Köpfen der Lehrer, I (1): Hm.. (MA): Den man nicht rausbekommt über die Jahre. I (1): Hm.. (MA): (...).

As the lines below show, mother of child A is always focusing on the normal and positive side of abilities of her child A. She thinks that A's ability to memorize and learn by heart is an important ability that teachers in X school should never ignore. For this reason, she also was dissatisfied and frustrated because teachers in school X failed completely in implementing inclusion due to such ignorance and omission of abilities of her daughter. In this term, A's mother reported that her daughter A did never have any desire to improve this ability to memorize and learn by heart given

that the teachers in X school did not ask her to do any academic task that can allow her to show- or to improve- her ability in this domain.

See Interview with A, Lines: 490-509

(MA): Ich rede vor (Wänder?). Ich bin eine böse Mutter, die sie quält. I (1): Hm.. (MA): Weil ich immer, ich will immer, dass sie macht. I (1): Hm.. (MA): Und sie sagt immer „Ich habe keine Lust“, weil es passiert ihr ja nichts. Also im Prinzip hat die Schule die (A)(A) versaut. I (1): Hm.. (MA): Also von der Lerneinstellung, I (1): Hm.. (MA): Weil Mathe und Verstehen und Denken ist ja die eine Seite, I (1): Hm.. (MA): Aber die andere Seite ist Auswendiglernen, und Auswendiglernen kann sie, aber sie will nicht. I (1): Hm.. (MA): Weil es ja keiner abverlangt von ihr, I (1): Hm.. (MA): Und da darüber ärgere ich mich sehr. I (1): Ja, klar. Es gibt dann immer wieder (unv.) (MA): Weil das ist ja auch eine Trainingsfrage. I (1): Hm..

Report of male student with Down Syndrome B. and his mother

The following lines show how mother of B was not satisfied with the medical perspective of her son as expressed in the expertise about her son's special needs and educational demands because this medical perspective focuses greatly on the handicap rather than abilities of her son B. For a mother, who perceives mainly his strengths, the focus on handicap is hard to bear.

See Interview with B, Lines: 1119-1144

(MB): Das ist, also, ich meine das stimmt auch objektiv. Es ist eine Multiple Dyslalie und Stottern und schwierig zu verstehen. Aber trotzdem, also wenn man das dann liest als Mutter. (I): Hm. (MB): Das haut einem und so wieder dann vor den Kopf. Dann habe ich dem Sonderschullehrer gesagt „Muss das da drin stehen?“. „Ja, das muss da drin stehen, weil das eben eine medizinische Diagnose ist und das ist eben der Fachbegriff dafür und das muss aus fachlichen Gründen da rein“, ne. Aber für uns als Betroffene. (I): Hm. (MB): Ganz schwer zu ertragen, weil wir ihn ja nicht über die Dyslalie oder Stottern wahrnehmen. (I): Hm, ja, sondern über das, was er kann. (MB): Ja. (I): Ne, also man kann sich verständigen und man muss sich einstellen. (MB): Genau. (I): und dann es ist kein Problem usw. (MB): Ja, genau. (I): Hm. (MB): Und das ist eben da. Natürlich sehe ich das alles, das Gutachten ist top geschrieben, habe ich denen auch gesagt. Ich sag das handwerklich aus meiner Sicht bestgemachteste Gutachte überhaupt bisher. Was ich alles von 'Z' gelernt habe, was da, wie das sein soll. Aber dann kommen da eben solche Klöppse da rein. (I): Hm. (MB): Und dann kriegt man ein Probleme, weil man als Familie oder als Mutter, wenn ich Ihnen nur jetzt über dieses Definieren und das immer sehe vor mir... (I): Hm.

B's Mother describes the contradiction between her view on her child as a loving mother who focuses her son's strengths and the professional distance perspective focusing weaknesses. The professional view that stresses weaknesses of her son hurts her too much. She actually means that when society always stresses the weaknesses of her child (B), B will never get his opportunities to be fully integrated and to get an employment.

See Interview with B, Lines: 1159- 1173

“(MB): Und, wenn man immer nur sehen würde der kann nicht vernünftig sprechen und man kann den schwer verstehen, (I): Ja. (MB): und das ist grammatisch nicht immer richtig und das

ist schlecht ausgesprochen... Würde man ja als Mutter dann verrückt, man kann ja so. (I2): Hm. (MB): Man kann ja nicht immer nur diese Defizite sehen, sonst kann man ja gar nicht leben. (I): Ja. (MB): Und da merkt man eben, es muss professionell gemacht sein von Leuten, die die entsprechende Profession haben. Aber da hat man schon manchmal das Gefühl, dass die Professionellen sich dann da auch so austoben und sich beweisen wollen und "Jetzt das muss aber jetzt da rein". Ne, dass man den Eltern sagt "Hier, das ist los mit eurem Kind". (I): Hm, ja.

As the quotation below shows, mother of child B talks about problems with medical expressions in the expertise which focus on disabilities and not on B's ability to communicate. She would prefer expressions, which esteem B's abilities. The mother is actually afraid that when society focuses greatly on impairments of her son, chances of employment and full integration will reduce too much.

See interview with B lines: 1174- 1202

(MB): So empfinden wir das. (I): Ja. Was würden Sie sich denn wünschen? (MB): Ich würde den Satz weg lassen. (I): Hm. (MB): Ich würde einfach sagen "Auf Grund der beeinträchtigten Sprachentwicklung, die syndrombedingt ist, gibt es Probleme mit dem Verständnis". (I): Hm, das stimmt. (MB): Aber wenn man das Gutachten ansonsten liest. (I): Hm. (MB): Und liest diese positive Grundhaltung, (I): Ja. (MB): Dann kommt da [Fachbegriff für Sprachstörung] (MB): So, wenn das jetzt irgendein Amt, solche Gutachten kommen ja in Ämtern an. (I): Ja, hm, hm. (MB): Das muss ich ja beim Arbeitsamt vorlegen. (I): Hm, ja auch, also potentielle, weiß nicht, Arbeitgeber oder irgend so etwas, ne. (MB): Und dann liest der das Wort Multiple Dyslalie und sieht den einmal im Vorstellungsgespräch. (I): Ja. (MB): Und dann gehen die Jalousien runter. (I): Ja. Oder vorher, bevor überhaupt das Vorstellungsgespräch da ist, hm. (MB): Genau, und da sage ich eben immer, wir wissen doch was los ist. Es ist ja nicht so, als wenn wir das nicht wüssten, ja. (I): Hm. (MB): Wir wissen doch was los ist und wir können das auch einordnen. Aber wenn man dann eben mit so einer massiven...

Mother of B is similar to mother of A in her optimistic view about the ability of her son B. Specifically, the mother said that abilities of her son to read, write and to interact with others can open multiple opportunities and help him to occupy a job consistent with such abilities. For instance, she could imagine B. as an assistant for meetings who is responsible for technical devices and catering.

See Interview with B, Lines: 2935- 2955

(MB): Und weil er eben so eine offene, herzliche, sympathische Art, er kommt ja meistens sehr gut rüber, hat. Also er kann die Leute ansprechen. (I): Hm. (MB): Als, dass sie da einfach mal guckt was geht und was kann man noch eben schreiben, was kann er noch, irgendwas (I): Hm. (MB): einfache Texte im Computer oder Tabellen schreiben. (I): Hm. (MB): oder dass das einfach noch mal geguckt wird. (I): Hm. (MB): Weil das passiert mir eben in der Schule auch zu wenig. Die Jungen Leute heute und auch (B) ist ja völlig fasziniert vom Computer, kann er auch sicher mit umgehen. (B): Ja. (MB): Und aber das viel zu wenig genutzt wird für die Förderung. (I): Hm, hm, ja, weil die Lehrer nicht damit umgehen können, ja, flexible und so weiter und sofort" (MB): Und da denke ich ist ein Potential und da, ich sage mal die jungen Leute an so einem Lehrstuhl, die sind firm mit der ganzen Technik, (I): Hm. (MB): Die können da vielleicht auch mal was gucken, was gehen könnte.

Mother of student B is confident in abilities of her son. She actually hopes that B will be „good“ enough for „Unterstützte Beschäftigung“ what would mean B could work outside the “Werkstatt” in an inclusive setting. But she knows that all children, she knows, were classified as only being able to attend the “Werkstatt.”

See interview with B lines: 2660- 2698

(MB): So. Aber der Rehaberater heute, der hat mich gefragt “Und wissen Sie schon, ob er noch ein Jahr länger zur Schule geht? Sonst müssen wir jetzt das Gutachten Machen”. Ich sage “Wir wissen es noch nicht (I): Hm. (MB): wie es weiter geht”. (I): Hm. (MB): Und “Ja dann melden Sie sich wieder und zwar (I): Hm. (MB): wenn Sie wissen wie es weiter geht”. (I): Wahrscheinlich wäre tatsächlich so ein Kriterium, dass (B) alleine zur Schule kommt und (MB): Ja. (I): Und wieder zurück. (MB): Ja. (I): Wenn man das in diesem Jahr, wenn man das in dem Jahr hinkriegt, (MB): Ja. (I): Dann hat er schon eine andere Grundlage. Und ich denke was halt wirklich, also sehr überzeugend ist, ist eben diese Liste von Praktikas, die er schon gemacht hat. Und ich denke, was halt wichtig wäre bei dieser Praktikumsbeurteilung ist tatsächlich, dass man das man das nach diesen Kriterien macht und er ist ja drei Stunden belastungsfähig. (MB): Ja. (I): Ist er irgendwie und da müsste man sich diese Checkliste nochmal (MB): Ja (I): Genau nach diesen Kriterien angucken und bei den nächsten Praktika das genau danach.. (MB): Nur bei dem Gutachten, (I): Hm. (MB): Frau Weider kann mir nicht sagen, was da gefragt wird, was da gemacht wird. Die, alle Eltern, die das bisher mit Ihren Kindern (I): Hm. (MB): Schon durchhaben, auch die N war alleine in der Situation. (I): Hm. (MB): Man kommt da nicht mit rein. (I): Aber N hat das doch bekommen? (MB): Die hat das, auch Werkstattfähigkeit, so weit ich weiß. (I): Hm. (MB): So und und die, die haben alle Werkstattfähigkeit. (I): Ach so, ok. Werkstattfähigkeit, aber die haben das dann persönlich (unv.).

The following lines quoted from the interview with B also explain that mother of student B does not hold discriminative attitudes regarding her disabled son since she is trying hard to search for- and find- resources needed (e.g., books in easy language) to develop his abilities (e.g., reading abilities) which, when improved, will help him to be fully integrated.

See interview with B, Lines: 2977- 3026

(MB): Und man kann ihn auch wenn er liest besser verstehen. Er hat ja auch noch eine Zeichensprache. Und wenn er die nimmt, dann kann man ihn noch besser verstehen. (I): Hm. (MB): Und er liest im Moment das Wunder von Bern als Buch in leichter Sprache. (I): Ah, hm. (B): Ich habe den Film geguckt. (MB): Den Film kennst du und jetzt liest du das Buch in leichter Sprache. Es gibt viel zu wenige Bücher in leichter Sprache. (I): Hm, hm, das ist interessant. (MB): Also ganz wenig. (I): Hm. (MB): Noch. (I): Hm. (MB): Weil das, was für ihn leichter lesbar ist, (I): Hm. (MB): Das sind ja alles Kinderbücher, die passen für ihn ja gar nicht mehr. (I): Ja. Richtig. Wenn man sich für Fußball interessiert, muss man das Wunder von Bern lesen. (MB): Ja. (B): Ja. (I): Ja, klar. (MB): Und das liest er, aber natürlich braucht er da auch Hilfe, da muss einer, also er liest jetzt nicht ein Buch von der ersten bis zu letzten Seite allein. (I): Hm (MB): Das ist für ihn zu anstrengend. Da muss er sich (unv.) zu sehr konzentrieren, er möchte das so flüssig lesen wie wir. Die Geduld, es dann langsam zu lesen, dass es deutlicher wird, hat er nicht. Er hat ja die Koch’schen Fingerzeichen, die ihm sehr geholfen haben, das Lesen zu erlernen. Die will er nicht einsetzen, weil die sonst auch keiner einsetzt, (I): Hm. (MB): also er will das auch nicht und er möchte so flüssig lesen wie wir, dann wird es nur schlecht. Er kann es eigentlich noch besser. Aber es gibt einfach zu wenig Literatur. (I): Aber, es ist ja total spannend. Also, so als Entwicklungsperspektive, was, was noch alles zu tun ist. Ich habe jetzt gerade auch gedacht, es gibt wahrscheinlich auch kein Magazin, das Jugendlische interessiert,

(MB): Genau. (I): So wie kicker oder so in leichter Sprache. Oder irgendetwas so geographieartiges. Also, da gibt es ja Geolino, das finde ich eigentlich auch ganz schön. Das ist auch die Frage, ob das schon (MB): Ich weiß nicht, ob man da irgendwelche Projekte auch oder Seminararbeiten von Studenten mal organisieren kann, dass sie aber mal eine Aufgabe kriegen, irgendetwas in leichter Sprache zu machen. (I): Also das das wäre ja zum Beispiel was, was so eine Stiftung (MB): Ja. (I): Wohl unterstützen könnte, weil das nicht so wahnsinnig teuer ist, das müsste man sich mal überlegen. So Stiftung Lesen. (MB): Das Buch erläutert jetzt eben, wie man Texte in leichter Sprache [Interviewer schreiben den Titel des Buches ab ...][...]

Another form of success of parents of students A and B in acting inclusively, normalizing life of their children by preventing any type of discrimination is that they did not hold discriminative or negative attitudes toward disabilities of their children and tried to socialize their children academically by communicating high academic and career expectations. *See subcategory (2.1.2) Parental involvement in school: Parents frequently express high academic expectations for their disabled children (see interview with A, Lines 1584- 1655. See Interview with B, Lines 2639- 2662; See Interview with B, Lines 2771- 2882 See Interview with B, Lines 2943-2979).*

Subcategory 2.3.2: Prevention of any type of discrimination in school:

Contact with school-staff and teachers to discuss and prevent social problems in school context.

Results of the interview with A also revealed that her parents were successful in their effort to create inclusive school setting and normalizing her life by realizing her right to be protected from all types of discriminative treatment when they tried to contact teachers and school staff in school X to ask them to intervene and regulate the school bullying A is exposed to in the school. Parents in the interview with A were indeed very interested in the social side of school life of their daughter (A) and showed high levels of parental involvement to protect their child from deleterious effects that may result from frequent exposure to school-bullying that occurred by some aggressive students in X school. In this term, A's mother reported that her daughter (A) did not refuse to attend school as a reaction to these negative experiences because they (i.e., A's parents) tried to contact the teachers in multiple ways and asked them to intervene and stop these actions toward their daughter (A). Further information can be found in the quoted lines below:

See Interview with A, Lines: 1486- 1494

I (2): Also ich habe eine Frage über die Mitschüler, die nicht sehr nett sind. So habe ich verstanden, wollte ich gerne fragen, wenn du das erlebt hast, willst du gerne nächsten Tag zur Schule gehen oder findest Du, dass die Schule nicht sicher zum Beispiel oder gefährlich ist? Child (A): Hm, nee, also ich wäre dann. The mother of A: Also wir hatten einige Sachen, wo ich

tatsächlich Kontakt zum Lehrer aufnehmen musste. I (2): Hm. The Mother of A: Über E-Mail und was geklärt werden musste.

B.'s parents also tried hard to prevent any type of discrimination that may hinder the process of inclusion of their son B. In the following lines, B's mother reports that they had to resist against teachers' and the school's tendency to refuse including their son. The parents do not think that it would be the best way to convince everybody. Sometime people have to be forced by legal measures to change their practice. Specifically, mother of B said that they experienced tough position against inclusion in their home town. The opposition wanted to engage professional speakers from a school of students with special educational needs to talk against inclusion. However, the experts did not come to talk against inclusion.

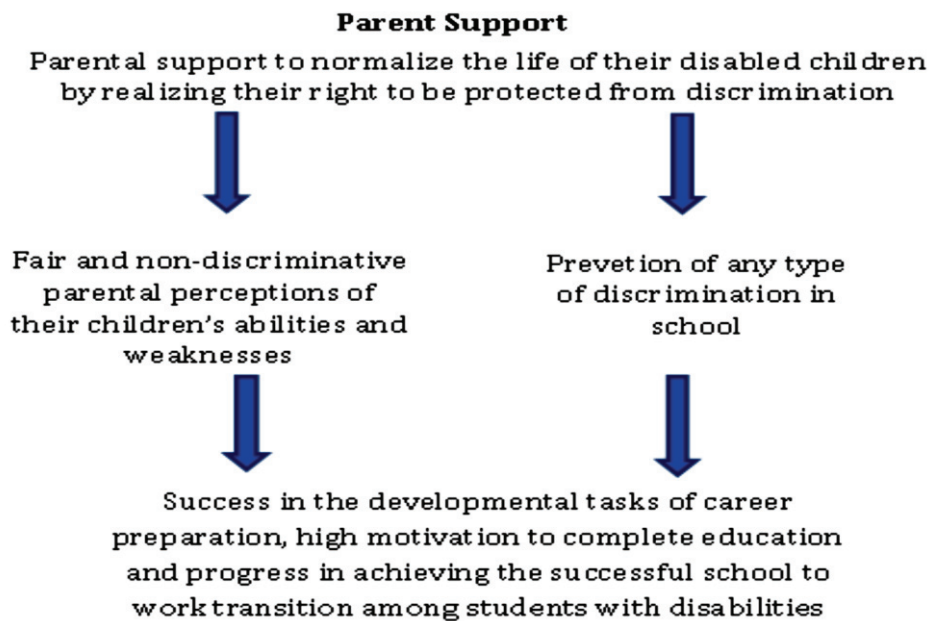
See interview with B lines: 1769-1806

(MB): Erstmalig auf dem Land, in Stadt X in einer staatlichen Grundschule. (I): Hm, und wie haben die Lehrer darauf reagiert? Weil das war ja von Außen praktisch denen draufgedrückt. (MB): Ja, so haben die das auch empfunden. (I): Hm. (MB): Und dann würden natürlich viele sagen "Geht gar nicht. Raten wir total ab, dass wir dieses Argument, man muss alle, (I): Hm. (MB): man muss alle mitnehmen". Wenn ich das schon höre "Man muss alle mitnehmen". (I): Hm. (MB): Da hätten natürlich viele gesagt "Lass ja die Finger davon". Meine Erfahrung, natürlich, eine Schule, die offen ist, wo man keine Überzeugungsarbeit mehr machen brauchen, es ist immer schön. Das merken wir jetzt an der Berufsschule, das haben wir auch an der XY Schule gemerkt. Die Schule, die das will, die sich öffnet, die sich vorbereitet konzeptionell. Das ist immer toll. (I): Hm. (MB): Für alle toll. (I): Hm. (MB): Ja. (I): Hm. (MB): Aber hier war es ja so, hier musste es ja das erste mal ja geschaffen werden. (I): Hm. (I): Hm. (MB): Und dann muss mal irgendeiner den Eisbrecher machen. (I): Ach so, ah hm.. (MB): Da muss mal irgendeiner jetzt sagen "Wir hauen jetzt mal auf den Tisch und jetzt wird es gemacht, punkt". Hier stand natürlich in Stadt X der ganze Ort Kopf, ne. Und ich, aber das haben wir gar nicht so mitgekriegt, bis uns eine Mutter anrief und sagt "Weißt du, dass hier eine Unterschriftenaktion läuft gegen die Integration von (B)?" (I): Echt? (MB): Ja. Hatten andere Eltern eine Unterschriftenaktion initiiert, ja. Und hatten sich auch an das Ministerium gewandt und hatten sich auch an die Förderschule in Stadt X gewandt um Referenten zu kriegen für eine Veranstaltung gegen Intergration. (I): Hm. (MB): Aber die haben, da muss ich wirklich sagen Hut ab, abgesagt, da machen wir nicht mit. Und die haben also niemanden gefunden, der das machen würde so einen Infoabend gegen Integration,

Another evidence that parents of students with disabilities did not show discriminative treatment against their children who have disabilities is that both parents tried hard to support all sides of academic and social life and vocational plans of their children. For instance, these parents contacted teachers in school to explain specificities of their children and to prevent unfair non-adequate treatment so their children will be treated fairly and adequately. They also invested efforts to search for information helpful to promote inclusion and integration of their children in the larger society. **See subcategory (2.1.3) parental involvement in school: Parents**

stay in contact with school staff and other experts in inclusion to discuss school work and school difficulties (See Interview with A, Lines 685-707. See Interview with B, Lines 1519-1736).

Figure (2.3) Parental support to normalize the life of their disabled children by realizing their right to be protected from discrimination



Category2.4: Parental support to normalize the life of their disabled children by realizing their right to participate in leisure activities

The Parents participated in the interviews also tried to normalize the life of their disabled children by providing them with opportunities to spend the free-time effectively. For instance, these children used their free times to pursue activities beneficial to increase inclusion and optimize their development. Such activities also increased the *integration of the disabled student in the larger society and not only in school context.*

Report of female student with learning difficulties A and her mother:

The following lines show that student A is using her leisure time basically to develop her sport potential (e.g., swimming and ride bicycle) and meet her close friends.

See interview with A, Lines: 33- 38

I (1): Was sind Deine Interessen? (A): Ich gehe gerne zum Schwimmtraining im Verein, also mache Leistungssport. I(1): Ah. (A): Und fahre gerne Fahrrad, treffe mich mit Freunden, ja. I(1): Also bist Du so ein sportlicher Typ. Sportlich interessiert und so. (A): Ja.

Report of male student with Down syndrome A and his mother

The following lines show that B's family was very successful in normalizing his whole life by arranging cultural learning opportunities. Thus, student B could also use his leisure time to develop his musical potentials, meet his friends, attend theater, watch television and attend church.

See interview with B Lines: 453- 462

(B): Ich habe Trompete... (MB): Trompete hast du natürlich auch immer gespielt, ja. (I): Hm. Hm.. (B): Gespielt. (I): Hm. das habe ich auch schon mal gehört. Du kannst schön spielen. (B): Ja... Ich habedas.. das... Trompete... (MB): Du hast eine neue Trompete gekriegt. (I): Echt, zu Weihnachten oder? (B): Ja. (MB): (B), du hast im Altersheim und du hast bei der CCS Praktikum gemacht. (B): Ja.

See interview with B Lines 535-537

(B): (unv.) Trompete gespielt. (unv.) gefilmt. Trompete gefilmt. (MB): Ja, da haben sie dich beim Trompete spielen gefilmt. (I): Ah, Ok. Ja schön.

See interview with B Lines 832- 844

(B): (Dienstag?). Ich war im Theater. (I): Aha. (B): Ich war hier... (I): Und hierz ur Eröffnung hast Du Trompete gespielt? (B): Ja. (I): Mit M gemeinsam. (B): (unv.) (I): Die Technik. (B): (unv.) Licht. (I): Hm. (I): Wow, ganz toll. (B): (unv.) spielt alleine. (B) spielt umgekehrt... (I): Hm, Ok. Na Mensch, das ist ja klasse.

See interview with B Lines: 893- 919

(B): Ich habe ihm in Fernsehen gesehen, der heißt T Gottschalk. (I): Ah, T Gottschalk. (B): Ich habe (unv.) gesehen. (unv.) (I): Der kommt im Fernsehen, T Gottschalk, oder? (B): Ja. Auf dem zwei, (unv.). (I): Aha und guckst Du den gerne? (B): Ja. (I): Hm. (B): (unv.) Der heißt Marcel Koch. (I): Marcel Koch? (B): Ja. (unv.), muss springen, von Auto springen. (I): Ehm. (B): und dann hatte Unfall. (I): Ah, das, der hatte den Unfall, ne? (B): Ja. (I): Der wollte mit solchen Spiralen springen, ne. (B): Spiralen springen. (I): So ein Auto. (B): Ja, (unv.) dein Auto. (unv.). Kopf, (unv.), Auto. (I): Ja. (B): (unv.) Kopf gegengeschlagen. (unv.) (I): Hm, hm. Hast Du das gesehen im Fernsehen? (B): Ja. (I): Ah, ehm, Ja... Das ist ein Unfall im Fernsehen von einer Spielshow von (B). (B): T Gottschalk. (I): Genau, T Gottschalk und da war ein Student, war der, ne? (B): Ja.

In the following lines is B. telling his own story. He wants to talk about holidays.

See interview with B Lines: 1145- 1158

(B): Ich war in Italien. (I): Du warst in Italien? (B): Ja. (I): Hm. (B): In (unv.). Nee, das war falsch. (MB): Wie heißt der See? (B): See (unv.). (MB): Gar-? (B): Gardasee. (MB): Gardasee.. (I): Ah. Da war ich schon mal, am Gardasee. Aber nur ganz kurz. (B): (unv.) (I): Ist hübsch, ne? (B): Ich habe, habe ich Foto gemacht, für mein Handy. Ich habe ja (unv.).

The following lines describe how B is spending his free-time. For instance, during the interview B. also used his mobile phone to describe photos of the persons and

situations (e.g., musical school, church, and restaurant) he took during his leisure time.

See interview with B Lines: 1284- 1310

[...]B spricht über seine Freunden/innen in der Schule.. Zeigt (I) einige Fotos von ihm und seinen Freunden/innen in seinem Mobile-fone [...] (B): Da ist T. (I): Ah ja. (B): Und T, Ich. Weil das war in StadtX. (unv.). (I): Hm. (B): (unv.) Der ist in der Kirche. (I): Aha, welche Kirche? (B): (unv.) Schule, Musikschule. (I): Ah, Musikschule. (B): Das war meine N. (I): Hm. (B): Ich (unv.) Musik. Ich habe Bild. Das bin ich. (I): Ein Selfie. (B): Nein, das sind (unv.). (I): Nee, hast du das nicht so gemacht, so? (B): Das habe ich gemacht. (I): Ja. genau, das heißt doch Selfie. (B): Selfie, ja. Ja, hier. Selfie. (I): Ah das ist der Gardasee? Hm. (B): Da ist die Küche von (unv.) Italien. (I): Aha. (B): Das ist der, (unv.) Bilderrahmen. (I): Hübsch. Italien ist toll, ne? Magst du Cappuccino? (B): Ja. (I): Ja, ne. (B): Der ist (unv.) immer gemacht.

Report of male student with Down syndrome and his mother

B's mother describes the family setting as very socially and cognitively stimulating for B. Particularly stimulating was the fact that his brother was older and therefore, an attractive model for B. Further, the family organized a lot of special training, including games suitable to mental age of B. Finally, the broader family context was highly open and integrative for B.

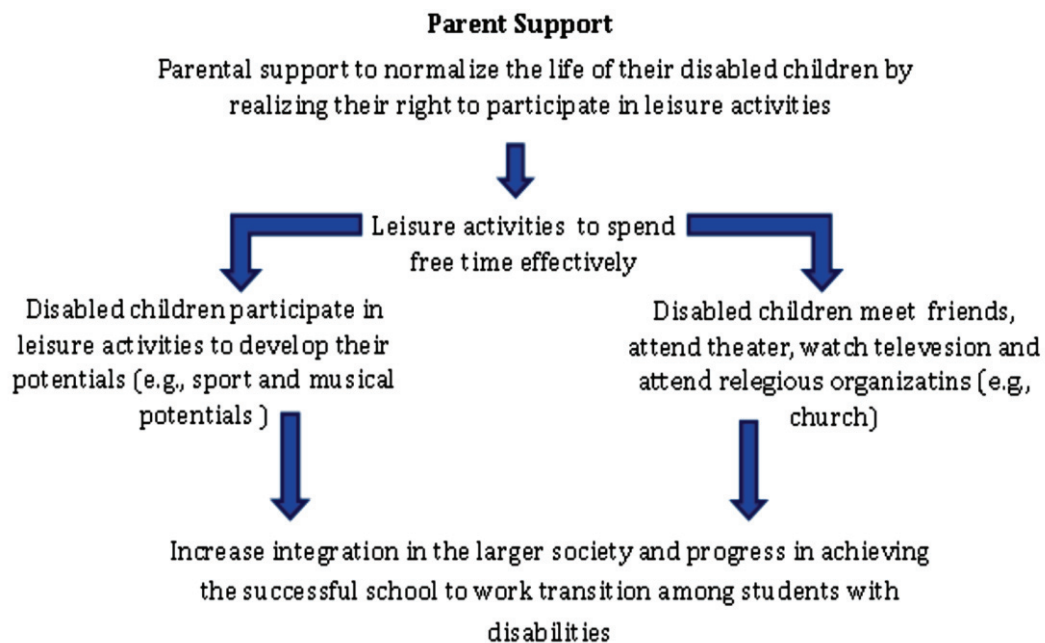
See interview with B Lines: 1388- 1417

(MB): Und (B) hat sich nur nach T orientiert. Irgendwann hat man ja, weiß man ja dann gibt es Frühförderung, Krankengymnastik usw. Und dann die Frühförderin, die kam immer zu uns nach Hause, die hatte dann da speziell ihr Förderspielzeug mit und alles Mögliche. Und haben wir noch Förderspielzeug und Förderung (I): Hm. (MB): und Gymnastik und ja keine Förderung vergessen. Und alles machen, (I): Hm. (MB): damit das Kind ja optimal gefördert wird. Und die Motivation für ihn, sich mal jetzt von der Krabbeldecke krabbelnderweise fortzubewegen. Aus dem Wohnzimmer in die Diele waren die Spielzeugautos von seinem großen Bruder, das werde ich nie vergessen. Weil die Motivation, sich jetzt endlich mal krabbelnderweise von einem Raum in den anderen zu bewegen, waren die Spielzeuge von seinem großen Bruder. Und wir hatten irgendwelches therapeutische Spielzeug die ganze Zeit und Wahrnehmungsübungen und was weiß ich, Klang-, was wir da alles so hatten. (I): Ja. (MB): Aber das einzige, was ihn, ich habe in dem Moment gedacht "Das einzige, was dich wahrscheinlich schon wochen- und monatelang ineressiert hat, endlich mal an die Spielzeugautos von deinem Bruder zu kommen". Das war für mich ein Aha-Erlebnis. (I): Das ist ja diese Inklusion im Grunde zuhause. (MB): Ja. (I): Also, das ist ja die Normalität für... (MB): Da habe ich gedacht, der guckt doch nur. Und dann war es so, dass eben seine Vettern und Cousinsen alle, also wir haben das Glück, dass jetzt auch die Kinder von meinem Bruder und auch von meines Mannes Seite die Kinder sind so in einem Altersunterschied von zwei bis drei Jahren. Und wenn wir eben Familienfeste hatten oder uns trafen in der Familie, dann konnten immer schön miteinander spielen. Da habe ich das natürlich auch wahrgenommen, dass er sich freute, wenn die alle da waren. (I): Hm

See interview with B Lines: 2570 – 2572

(B): In der Kirche. (I): Hm, gehst Du auch in die Kirche? (B): Ja.

Figure (2.4) Parental support to normalize the life of their disabled children by realizing their right to participate in leisure activities



Category 2.5: Negative parental behaviors:

We did not simply find examples of parents' engagement and support, but we also found examples about negative parents' behaviors. Such ineffective and maladaptive behaviors resulted in failure in implementing inclusion, in normalizing life of the disabled students and in realizing their right to education, right to access vocational training and to prepare for future career, and right to be protected from discriminative treatment. The parental failure accordingly decreased the success in developmental tasks of career preparation and lowered progress in achieving successful school to work transition of their disabled children.

The following quotations quoted from the interviews explain some mistakes that minimized quality of inclusion.

Subcategory (2.5.1): Failure of parental context in normalizing the life of their disabled children and in realizing their right to access vocational training and to prepare for future career

Teacher of career education from inclusive school X talked about negative parental context that exerts high level of overprotection and control on their disabled children. In this term, parental overprotection does emerge as one example of failure of some parents in implementing inclusion, in normalizing life of their children and thus in realizing their right to access vocational training and prepare for future career. In this term, teachers of career education reported that such overprotective parents could reduce chances of their disabled children to participate in career preparation activities offered by their inclusive schools.

Further details can be found in the following lines quoted from *interview with teachers from school X Lines: 628-674*

I (1): Haben Sie auch Eltern, die sich zum Beispiel nicht kümmern? Und was läuft dann? Was ist dann? T (2): [...nicht kümmern....], T (1): Es gibt Eltern die nicht loslassen können auch teilweise die dann. Also ich habe Elternteil erlebt von einer Siebtklässlerin. Die wollte nicht, dass das Kind ins Praktikum geht, weil es ja dort alleine mit dem Bus hingemusst hätte. I (1): hm, T (1): und sie kann das mit ihren Arbeitszeiten nicht abdecken und ich habe der Mutter knallhart sagen müssen, das ist Unterricht, der wird absolviert. Da muss das Kind teilnehmen, weil das hier auch integrativ beschult wird. I (1): hm, T (1): Ich sage, es kann doch mit der Klasse, soll es mit den Freunden. I (1): Ja richtig. T (1): und Jemanden mitnehmen. Das hat die Mutter nicht zugelassen. Die Mutter sich tatsächlich freigenommen und das Kind immer regelmäßig abholen zu können. I (1): hm, T (1): Ja, das Kind nicht losgelassen. Sie hat Angst, dass das Kind bei der Straße queren von Auto angefahren wird. I (1): hm, T(1): und da ist es schwierig einen Praktikumsplatz für das Kind zu finden. I (1): Ja, das glaube ich. T(1): und das hatte mit dem Kindergarten ganz schwierig, weil in der Sieben gehen sie in der soziale Einrichtung eine Woche und eine Woche in das Beruf-start-plus und da und da es schwierig. Also, da muss mal dann gucken, I (1): hm, T (1): und dann gab es auch Eltern, wenn die sich nicht kümmern, dass wir gesagt haben, wir müssen das Kind in der Schule irgendwo unterbringen. Das ist natürlich nicht das, was wir wollen. I (1): hm, T(1): Sie müssen raus, damit sie ein anderes Umfeld erleben, damit sie andere Situationen haben, und damit sie mit der Arbeitswelt zusammenkommen auch mit den Kindern mit Förderbedarf. I (1): hm, T (1): Aber, wenn die hier wieder in den geschützten Raum haben, es ist wirklich nicht sinnvoll. I (1): Ja. T (2): ja und kümmern sich einfach gar nicht um das Praktikumsplatz. T (1): Ja, T (2): Und dann fragen wir am Besten (unv.) T (1): Ja, macht mal. I (1): Also, das. T (2): Bei manchen Eltern ist das auch nicht so schlimm, weil. T (1): Manche Eltern wünschen sich, dass die Schule alles übernimmt. I (1): Hm. T (1): Das können wir aber auch nicht leisten. I (1): Hm. ja klar.

Reports of teachers in inclusive school X

The following lines quoted from the interview with teachers in school X show that parental nonrealistic expectations with regard to abilities of their children who have disabilities can negatively influence the level of inclusion of their children. The

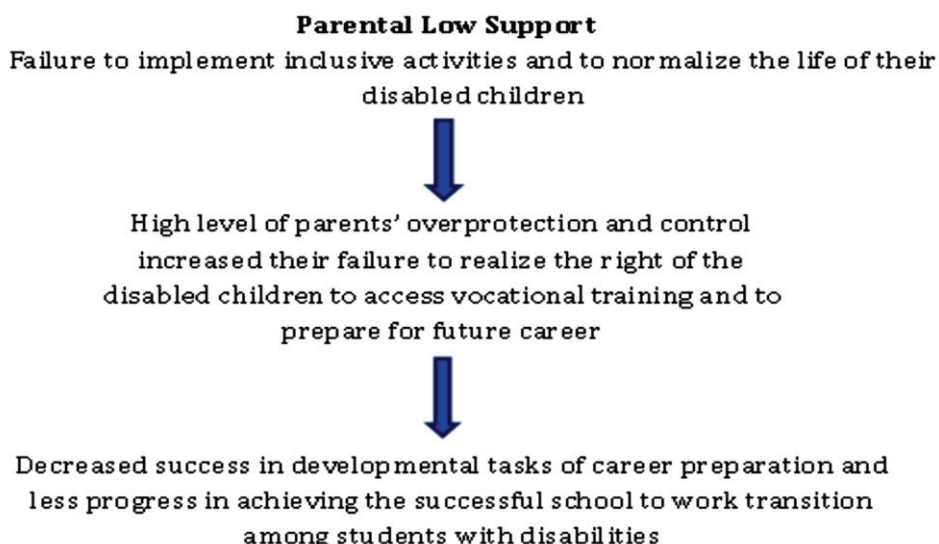
example below describes the case of nine grader student (XY) who has intellectual disability and explained how parental failure in choosing an internship that suits abilities of their children can result in low level of integration and thus increase disengagement from these activities needed for career preparation. Specifically, the example explained that the student who participated in the internships that did not fit his needs (e.g. need for social integration) felt miserable or did not feel good in an isolated job.

See interview with teachers from school X, Lines: 248- 382

I (1): Und in der neunten geht es dann ja um das Praktikum, na. T (1): Da müssen sie ins Freie und da sind dann die Eltern gefordert. I (1): Hm. T(2): Und ich. T(1): (lacht) Die liebe Frau T2, die in der Neun und Zehn eingesetzt ist, weil da ist es schwierig, wirklich Betriebe zu finden, die auch bereit sind oder T (2): Hm. T(1): Die Möglichkeit haben so ein Kind aufzunehmen und mit dem Kind zu arbeiten. Dieses Jahr hatten wir das erste Mal Probleme mit dem Kindergarten, der sich dann beschwert hat wir hätten doch im Vorhinein sagen sollen, dass das Kind Problematiken hat und dann kam dieses Jahr von dem [...] T(2): Das war aber ja kein GU Kind. T(1): Nee das war... Na doch (Ese?). Und dann haben wir noch, diese Jahr hatte ich einen Anruf von Zeiss die haben ein Kind genommen, den XY. Da wollte die Mutti das unbedingt, die Mutti hat das solange gedrängelt bis Zeiß, die Verantwortliche, das Kind genommen hat. Sie mich aber angerufen hat und total unglücklich war, weil die Mutti wohl vorneweg erzählt hat von dem Kind, sie weiß nicht wo sie ihn einsetzen sollten. I (1): Hm. T (1): Sie kann ihn nicht in der Produktion einsetzen wo sie normal ihre Praktikanten einsetzt, weil sie nicht weiß ob er es schafft und er würde zu große Schäden. I (1): Hm. T (1): Anrichten, wenn. I (1): Hm. T (1): Er dort eingesetzt wäre. I (1): Hm. T (1): Sie hat ihn dann letztendlich ins Archivar gesetzt, T (2): Archiv. T(1): Archiv, na, und er war total unglücklich. I (1): Ja, hat keine Leute getroffen und nichts... T (1): Das war für ihn überhaupt nichts. I (1): Hm. T (1): Macht keinen Sinn Aber da war die Mutti gefragt, er hätte noch einen anderen Praktikumsplatz haben können, den hätte er auch gewollt, aber die Mutti wollte das nicht. Mutti wollte eben, dass er zu Zeiss geht und das sind dann auch Problematiken. Da kann man dann aber auch nicht mehr eingreifen. Das ist dann Elternwille. I (1): Hm. T(1): Manchmal denke ich, dass die Eltern denken ihr Kind. T (2): muss zu Zeiß. T (1): muss zu Zeiß. I (1): Mm, ja. T(1): Das sind dann die (anderen Schienen?). T (2): Der Ehrgeiz der Eltern ist manchmal auch nicht so förderlich. T(1): Wo man dann auch manchmal sagen muss, macht es denn Sinn für das Kind. I(1): Ja. T(1): Wird es denn wirklich diese Richtung gehen können. I(1): ja, I(1): Das ist auch ein Ziel, zum Beispiel, in diesen Arbeitskreis. Also, mehr Betriebe aufzuschließen und überhauptmal ein Praktikum anzubieten, ne. Und da kann ich Ihnen sagen, die Frau Horn von den Stadtwerken, die hat sich darauf eingelassen und die haben sich tatsächlich auch richtig darum gekümmert wie ein Praktikumsplatz aussehen könnte. Die haben auch aus dem Betrieb eine Person, die sich dann in der Woche um das Kind kümmern würde und der ist noch frei. Also, weil die hatten wohl ein Jugendlichen. T(2): Hm.. I(1): Im Blick und der hat dann aber ein anderes Praktikum genommen. T(2): [...] I(1): und die hat gestern aktuell erzählt, dass der frei ist. T(2): Und wann ist der frei? I(1): Also, müssten Sie einfach mal Frau CY anrufen. T (2): Also, weil ich weiß, ich habe gestern mit der Mutti vom XY gesprochen und die hat mir gesagt, der XY hätte noch einen Praktikumsplatz bei den Stadtwerken bekommen. I (1): Ah, ja. Weil gestern Nachmittag war dieses Treffen von 15 bis 17 Uhr, und da hat sie gesagt, sie hätten sich. T(2): Ich würde ich mir gleichmal aufschreiben. Frau Horn Stadtwerke. I (1): Ja. Genau. Und die Frau Schade von der Jugendberufshilfe, T (2): Hm. I (1): Die weiß das auch alles. Die hat das gestern geleitet und T(2): Und mit denen sind aber (Lambrechs? Familienname) in Kontakt. Das habe ich vermittelt. I(1): Ja. T(1): Also, (Lambrechs?) I(1): Ja. T(2): Und die Frau Schade. I(1): Aber die Frau X hat das Gestern gesagt, also das ist irgendwie. Einer abgesprochen, der dafür irgendwie vorgesehen war und sie hätten jetzt den T (2): Ja. I (1): Und die wollen auch einsteigen in dieses. T (2): Also ich denke auch, dass die städtischen Betriebe müssen vorausgehen. I(1): Richtig. T (2): Aber, der

XY der ist ja jetzt schon in der Zehn und der hat voriges Jahr/ hatte ich zwei Kindern im (Fern-?) Hotel. I (1): Hm. T (2): Also, den XY, für den hat das (Fern-?) Hotel extra einen Arbeitsplatz eingerichtet. Die haben also ihre Abläufe in der Wäscherei. I (1): Hm. T (2): In dem Wellnessbereich so umgestellt, dass er dann immer wieder die gleiche Tätigkeit an einem Arbeitsplatz hatte. Und die anderen ihm so zugearbeitet haben und der Chef war auch sehr offen für diese Problematik und dann die XX war dann auch ein halbes Jahr später. I (1): Ah, toll. T (2): Und die war auch in der Wäscherei, hatte dort aber andere Dinge zu tun. Die haben sie da richtig gleich mit eingegliedert, die ist auch ein bisschen fitter. T(1): Wollte ich auch grad sagen, die ist auch ein bisschen fitter als XY. I (1): Hm. T(2): Und es hat wunderbar geklappt. Also ich habe die Erfahrung gemacht, wenn man mit offenen Karten spielt und gleich sagt, wir haben hier so ein Kind und wir benötigen einen Praktikumsplatz, dann sind die Betriebe eigentlich immer offen. I(1): Ah ja, das ist toll. Das wird auch gesagt. Man muss ganz klar denen sagen, also was er kann. Lesen, er kann Schreiben, er kann das und das machen, oder so. T(2): Hm. I(1): Oder eben das nicht und, usw. T(2): Ja, genau. I (1): Und dann stricken die nämlich zum Teil. T (2): [...]. I (1): Tatsächlich das ganz individuell zu, weil die es ja auch so als soziale. T (2): Ja. I (1): Verpflichtung sehen irgendwie, ne. T (1): Ja, also ich war positiv überrascht. Eigentlich immer. I (1): Hm. T(1): Jetzt war ich wieder für den Thomas bei der (metag?). Die war so nett und offen die Frau. Und dann sind wir beide dort hin und haben noch mal ein Gespräch geführt. Die versuchen das auch. Sie werden sich sicherlich erst mal, oder wenn es Probleme gibt, dann wird sich im Praktikum zeigen. I (1): Hm. T (2): Aber, sie wissen erst Mal, dass sie sich auf was Besonders einlassen. I(1): Hm. Ja T(2): Und das denke ich, sollte man immer vorher sagen. I (1): Und wie reflektieren die Kinder das dann? Also, haben die dann den Eindruck, Hausmeister bringt den Kaffee zu I (1). I (1): Dankeschön. I (1): Dass sie das beruflich machen können. Also, ich mein was wird da für ein Beruf draus? T (1): Kann ich jetzt so nicht sagen. Der XY. Also, muss man auch Unterschiede machen zwischen einer geistigen Behinderung und einer Lernbehinderung. I (1): Hm. T (2): Die Lernbehinderten sind ja manchmal im Praktischen ganz fit. Und bei XY, der ist ganz schwach. I (1): Hm. T (2): Und ich weiß nicht, wir sagen jetzt immer die Namen. [Von 21:41 Min. bis zum 21: 64. Der Hausmeister bringt Tee und Kaffee für die Lehrern und Gäste/Interviewer]

Figure (2.5) Negative parental behavior



Subcategory (2.5.2): Failure of parental context in normalizing the life of their disabled children and in realizing their right to be protected from discrimination

Parents participated in the interviews were highly involved and supportive. They accepted their children who have disabilities and did never exhibit any discriminative treatment against them.

SCHOOL SUPPORT

Figure (2.B) School support to normalize the disabled students' life



Category 2.6: School support to normalize the disabled students' life by realizing their right to education

In general, results of the qualitative interviews conducted with teachers in the inclusive school X, student with disabilities and their mothers illustrated how the right to enter and study in inclusive schools is realized in the school curriculum and the activities of teachers. The following quotations explain how schools' support is very important to increase progress in achieving successful school to work transition among students with disabilities as these schools provided these disabled students with opportunities to enter schools, learn, study and complete education.

Reports of teachers in inclusive school X

As the following lines quoted from the the interview conducted with teachers in inclusive school X show, school X is an inclusive school that educates students with disabilities and their typically developed counterparts together. Each inclusive class in this school integrates or includes two or three students with special educational needs who have one or multiple type of disability like, for instance, Learning Disability (LD)/Learning Difficulty; Comorbid Autism and Learning Disability; Visual impairment; Mental Retardation/intellectual Disability; Physical Disability; Emotional Disability; Social Disability; Motor-Disability. Accordingly, X school was successful in implementing inclusion as it could normalize the life of the disabled students by realizing their right to education in an inclusive school setting where they could learn and study. Such chances to attend schools and thus to complete education are very important to increase progress in achieving successful school to work transition among the disabled students.

See interview with teachers in inclusive school X Lines: 107-117

I (1): Und wie viele Kinder sind denn überhaupt mit sonderpädagogischem Förderbedarf dann jetzt in der neunten Klasse. Also, so jetzt? T (2): Zwei L in der 9, einer in der 10 und ein G* geistig behinderter Junge in der 10. T (1): Zurzeit in der Acht haben wir ein par mehr, gell. T (2): In der Acht? Nee, es sind nicht mehr. T (1): Weil jetzt die Lehrer gesagt haben, sie können ja vielleicht besser werden. Der XY normalerweise. T (2): Also, wir haben immer so zwei bis drei Kinder in der Klasse mit sonderpädagogischem Förderbedarf. Aber, sie sind nicht alle (L), sondern wir haben auch körperlichen, motorisch, Sehen, Emotional, Sozial. Aber pro Jahr zwei Lernbehinderte und manchmal auch ein geistig behindertes Kind.*

Report of female student with learning difficulties A and her mother

As the quotation below shows, student A with learning difficulties could enjoy her right to enter and study in an inclusive educational system that educates students with and without disabilities with each other. Despite the lack of knowledge with regard to the specific impairment of A (i.e., Kiss Syndrome), the educational system of Thuringia allowed the student A to realize her right to education and to attend regular kindergarten and school. Mother of student A. further referred to early assessment used to support students with disabilities, like student A, in this process of entering education and learning. Accordingly, these educational institutions were also successful in implementing this inclusive procedure that allowed a disabled student like (A) to realize her right to education.

See interview with A lines: 226-297

(MA): Sie hat im Vorschulbereich ... Ja, ich müsste vielleicht ganz von vorne anfangen. Ihr Problem ist, dass sie nach der Geburt ein Kiss-Syndrom hatte. I (1): Hm, hm. (MA): Damit fängt es nämlich an. I (1): Hm.. (MA): Das ganze Dilemma. Was damals sehr, sehr unbekannt war. Es wusste überhaupt kein Mensch. I (1): Hm.. (MA): Sie hatte also einen ganz platten Hinterkopf und hat nur nach einer Seite geschaut. I (1): Hm.. (MA): Es war also die ganze Durchblutung, Bewegung. Sie hatte Schmerzen, sie hat nur geschrien als Baby. I (1): Hm.. (MA): Die ganze Durchblutung war gestört. Kein Mensch konnte mir helfen, I (1): Hm.. (MA): Kein Mensch hat es erkannt. Ich hatte dann irgendwann, Jahre später [..], also sie hat dann dadurch eine Entwicklungsverzögerung entwickelt, I (1): Hm.. (MA): Was ganz normal ist, weil ja im Prinzip durch die Schmerzen, I (1): Hm.. (MA): Durch diesen Schlafmangel und alles, zieht ja alles nach sich. I (1): Hm.. (MA): Und Jahre später habe ich dann von diesem Kiss Syndrom* gehört. Dachte „Ja klar, das ist es“. Sie hatte dadurch auch zum Beispiel eine auditive Wahrnehmungsstörung. Das heißt, sie kann ... Deswegen ist das Problem mit Deutsch und mit Mathe. I (1): Hm.. (MA): Also schon wenn sie was hört, das wird nicht korrekt, die Reizleitung wird nicht korrekt umgesetzt von manchen. I (1): Hm. (MA): Lauten, I (1): Hm.. (MA): zum Beispiel, mündlich, Zahlen. I (1): Hm.. (MA): Das kann nicht richtig hinsortiert werden. I (1): Hm.. (MA): Da ist also im Kleinkindbereich. I (1): Hm.. (MA): Einiges schief gegangen. So und da durch die Entwicklungsverzögerung, dadurch natürlich mit sechs Jahren nicht fertig für die Schule. I (1): Hm.. (MA): Und dann kamen Fehler über Fehler. Heute weiß ich das alles. Ich habe sie dann zurückstellen lassen. Das war eigentlich damals geplant, da gab es noch diese Diagnose-Förderklassen. I (1): Hm.. (MA): Ja, es ist ein langer Weg gewesen, auch als Mutter das zu akzeptieren. Ich habe immer noch gedacht, es wird noch irgendwann. I (1): Hm.. (MA): Und das war der Fehler, weil im Kindergarten nichts passiert ist. I (1): Hm.. (MA): Sie hatte zwar einmal die Woche Frühförderung für eine Stunde. I (1): Hm.. (MA): Aber das reicht überhaupt nicht bei den Defiziten. I (1): Hm. (MA): Und sie hätte tatsächlich in diese Diagnose-Förderklasse gehen sollen, in der man damals in drei Jahren die ersten zwei Schuljahre gemacht hat. I (1): Ja, in der Schiller-Schule haben wir zum Beispiel. (MA): Ja, dann später war es in Stadtteil XX. I (1): Ja. (MA): Glaube ich. Also, zu ihrer Zeit wäre es in Stadtteil XY gewesen... I (1): Hm.. (MA): Also aus heutiger Sicht hätte ich das unbedingt tun sollen. I (1): Hm.. (MA): Dann wäre sie nämlich wahrscheinlich, also sie hätte das geschafft. Garantiert. I (1): Hm.. (MA): Bin ich mir sicher in den 3 Jahren. In einer richtigen Betreuung. Also, das sind ja kleine Gruppen gewesen. I (1): Ja. (MA): sechs bis acht Schüler, glaube ich. I (1): Hm. (MA): Mit einer Lehrerin und eben langsamer im Tempo, I (1): Hm..

The quotation below explains how the educational system of Thuringia was successful in implementing inclusion by realizing the right to education of the disabled student (A). Student A. accordingly has been given the chance to enter school of social and health sciences that will allow her to complete school, receive a regular high school degree, to continue her further education and then to get an employment as a social carer. *Completion of education was accordingly very important to increase progress in achieving successful school to work transition for A.*

See interview with A lines: 1711- 1798

I (1): Ja, Mensch. Dann wünschen wir Dir alles Gute für das neue Schuljahr erstmal. (A): Vielen Dank. I (1): Dass dir das Spaß macht. I (2): Also, dann nicht mehr in der X Schule, sondern. I (1): Ja, genau. (MA): Ja, Gott sei Dank. I (1): Also, ich glaube es braucht auch Neuanfänge. (MA): Ja, unbedingt. Also gerade wegen diesem Gutachten. Also ich habe gesagt, deswegen wollte ich nicht mehr bis zur zehnten Klasse warten, I (1): Ja. (MA): Weil ich gesagt habe, das bringt jetzt überhaupt nichts mehr. I (1): Hm. (MA): Es muss jetzt der Neuanfang her, ohne Gutachten, ohne Lehrer, die sie I (1): Ja. (MA): als behindert ansehen. I (1): Ja, genau. (MA): Und ihr nichts

zutrauen. I (1): Ja. (MA): Es kann einfach nur noch schlimmer werden. I (1): Ja. (MA): Es kann nicht mehr besser werden. Nur Neuanfang geht da noch. I (1): Ja, das ist doch gut. (MA): Ja. I (1): Und wann haben Sie diese Schule für Soziales kennengelernt? Also wann war das so eine Option, für die, die sich eröffnet hat? (MA): Ja, eigentlich, die hat sich eröffnet ganz speziell vor zwei Jahren im Schwimmtrainingslager. I (1): Hm.. Ja das sind manchmal so Zufälle, ne. Dass man irgendjemanden kennenlernt. (MA): Eine Schwimmfreundin, mit der sich (A)(A) sehr gut versteht, I (1): Hm. (MA): Der ihre Mutter war mit und die ist Lehrerin an der Schule für Soziales. Hat sich die ganze Geschichte angehört, kannte ja (A), I (1): Hm. (MA): Hat sie dort miterlebt und ich habe das erzählt das ganze Dilemma mit Noten und wie sie da I (1): Hm. (MA): So in der Schule genommen wird und hat sie damals schon gesagt, sie muss raus aus der Schule. Nach neunte Klasse Schluss, I (1): Hm. (MA): Die muss zu uns kommen. Bei uns schafft sie das. Also, I (1): Ja, ja. (MA): So war das. I (1): Das, das glaube ich auch. (MA): Also, dann habe ich es in Angriff genommen. I (1): Hm.. Und da muss man sich persönlich bewerben oder wie? Müssen Sie da auch Schulegeld zahlen? (MA): Nein, nein. I (1): Ach so. Das ist eine ganz normale staatliche Schule. (MA): Das ist die Schule, die auch Krankenpflege und alles ausbildet. Kinderkrankenpflege, alle zwei Jahre glaube ich, Hebammen sogar. I (1): Hm. (MA): Fachabitur, die machen ganz viel. I (1): Hm. (MA): Das ist eine riesen große Schule. I (1): Ja. (MA): Riesen Lehrerkollegium, eine tolle Schule. I (1): Hm. (MA): Muss ich sagen. Das, was wir jetzt so mitbekommen haben. I (1): Hm. (MA): Nein, ich habe natürlich die Bewerbung und alles dieser Frau gegeben und die hat alles für uns erledigt. I (1): Hm.. Ja. (MA): Das war dann wieder die Beziehung. I (1): Das ist das, was wir auch immer wieder. Also, was man auch immer wieder in der Literatur liest, ne. (MA): Ja. I (1): dass das so diese Eigen initiative der Eltern. (MA): Ja. I (1): Dann eben Beziehung und Freunde und. (MA): Ja, und seitdem die das gesagt hat, kann ich wieder ruhig schlafen. I (1): Ja. (MA): Ja. Vorher hatte ich wirklich Panik gehabt, I (1): Hm. (MA): Was werden soll. I (1): Ja. (MA): Und seitdem ich das weiß, bin ich ruhig geworden und dann hat immer die Frau (T2): „Haben Sie einen Plan B?“ Und was, und da habe ich mal gedacht: „Oah lasst mich doch in Ruhe alle“. I (1): Hm. (MA): Wir haben einen Plan, ja. I (1): Hm.. (MA): Ja. Ich wusste aber, sie wusste dann viel eher als ich, dass mein Plan nicht aufgeht, na. I (1): Hm. (MA): Naja, das haben wir hoffentlich überstanden und jetzt wird alles gut. I (1): Ja, das wünsche ich Dir ganz arg. (A): (lacht)

Interview with 'A' also showed that 'A' enjoyed positive interaction with one teacher who was highly supportive comparing to the other teachers who were non-supportive. Specifically, mother of A talked about one teacher who tried to teach 'A' and other disabled students according to their individual abilities in order to enable them to learn and achieve in school. In sum, this teacher is a real example of a qualified teacher who tries hard to normalize life of students with disabilities by realizing their rights to education.

See interview with A lines: 1282-1312

I (1): Hattest du Lehrer, wo du sagen würdest, die haben dir richtig gut getan oder Dich auch gut unterstützt? Wo Du hast das Gefühl hattest „Ja, da versteht mich Einer“? (A): hmm (atmet). Naja. (MA): Komm, da fällt mir spontan jemand ein. (A): (wundert) (MA): (bestätigt) Hm, also mehrere eigentlich. Aber eine ganz spezielle fehlt mir ein. Am Anfang, also ab weiterführende Schule. (A): FrauL.. (MA): Nee. (A): Nee, wen meinst du denn? (MA): Frau M.. (A): Ja. (MA): Also muss ich sagen, volle Hochachtung, sie hat sich fast totgearbeitet. Die hat in einer Klasse fünf verschiedenen Arbeiten entworfen. I (1): Hm. (MA): Sie hat so viel gemacht. I (1): Und die ist nicht mehr da, oder? (MA): Ich glaube, die musste gehen. Habe ich gehört. (atmet tief) Ähm, die hat wirklich individuell das durchgezogen. Aber das, ich glaube, die hat sich da vollkommen übernommen. I (1): Hm. (MA): Weil das wirklich fast nicht schaffbar ist. I (1): Nee, das ist... (MA): Also sie hatte wirklich, sie wollte das wirklich schaffen I (1): Hm. (MA): individuell für

jeden. I (1): Hm. (MA): Und die hat es wirklich gemacht, für jeden extra Arbeiten entworfen. (A): (unv.) (MA): Du guckst da jetzt nicht (unv.).

Report of male student with Down Syndrome B and his mother

B. also had a long history of inclusive education. For instance, at the date of the interview he was attending a vocational school. His mother was worrying about the transition from the inclusive class of the vocational school to the work context given that it is very difficult for students with mental disabilities to get a job in the regular work market. The work market has different laws concerning the employment of disabled people than school. For families who were used to experience an inclusive educational setting this transition is extremely difficult.

See interview with B lines: 216-363

(I): Super. Und hast du das alles jetzt in der Schule gelernt? (B): Ja. (I): Oder konntest Du das vorher auch schon? (B): Ja. (MB): Das hast du jetzt in der Schule gelernt. (B): In der Schule gelernt. (MB): In der Schule gelernt. (I): Toll. (MB): Also, die haben in der yx-Schule auch immer nochmal Hauswirtschaft gehabt, aber da haben sie es nicht so intensiv gemacht. Hier machen sie es ja wirklich, hier sind es ja eigene Fächer. (B): Koch.. Koch... Und Hauswirtschaft, Koch. (MB): Das machen sie schon mit Hand und Fuß, ne. (I): Ja, und du bist jetzt auf der Schule A seit 2013. Also seit zwei Jahren. (B): Ja. (MB): Im zweiten Schuljahr. (I): Ah. Du bist jetzt im zweiten Schuljahr. (MB): In seinem zwölften Schulbesuchsjahr. (B): Zwölf... Versuch... danach habe ich fünf Fünf.. Dann habe ich... (....) Und (B), bevor du auf die Schule X gegangen bist warst du auf der XY-Schule. (B): XY-Schule, ja. (I): In Stadt X. (B): In Stadt X, ja. (I): Aha, und wie hat es dir da Spass gemacht? (B): schon ja schön. (unv.) seit vier Jahren. Und zwar ich bin Klasse XX. (MB): Klasse XX . Wo bist du in die Klasse XX gegangen? (B): Ich war in Stadt B in der Grundschule. (....) Ja, Grundschule, ja. (I): Ah und die siehst du auch immer nochmal? (B): Ja, Ich war ich bin, selten (unv.) klein war. (MB): Was sagst Du? (B): Ich bin klein war. (MB): Wie du klein warst, warst du ja auf der Grundschule. (B): Grundschule. (MB): Und dann von der Klasse Eins bis, Klasse Eins bis Klasse (B): Zwei A (MB): Zwei A. (B): Drei A, Vier A. (MB): Und dann? (B): Fünf A. (MB): Und wo bist du in die Fünf A gegangen? (B): Gegangen, in der Schule in Stadt X. (MB): Ja in Stadt X Klasse Eins bis Klasse Vier und wo bist du in die Klasse Fünf gegangen? (B): Ich bin in der Schule. (MB): Nee überleg nochmal. Klasse Fünf? (B): XY Schule. (MB): XY Schule, genau, Klasse Fünf. (B): Ja. (MB): Klasse Sechs? (B): Sechs. (MB): Sieben. (B): Sieben , Acht, Zehn. (MB): Neun. (B): Neun. (MB): Ja, falsch. Falsch, na. (B): Zehn. (MB): Zehn. (B): Elf. (MB): Und wo bist du in der Klasse Elf? Ja, dann bis zur Klasse Zehn... (B): Zehn. (MB): XY Schule und dann? (B): Ich war im XX Schule. (MB): Genau, ja. Elfte Klasse. Elfte Besuchsjahr und zwölftes. Jetzt bist du ja in Zwölf, da bist du jetzt in der XX. Elfte und Zwölftes. Aber die sagen Klasse Dreizehn und Vierzehn. (I): Achso, und deswegen hier Dreizehn zwei und jetzt bist Du Vierzehn zwei. (MB): Vierzehn fünf. Da hatten sie nur zwei BVJ Klassen, dieses Jahr haben sie fünf BVJ Klassen. (I): Ah, da ist auch so viel? (MB): Ja. (B): E und H Zeichen. (I): Ah, ja. Alles Klar. (B): (unv.) (MB): X hat gerade den Berater vom Arbeitsamt angerufen. (I): Hm. (MB): Also, er hat ja im Prinzip in Sommer die Schulpflicht erfüllt. (B): Ja, habe ich erfüllt. (I): Ok. (MB): Und dann könnte er im Grunde aufhören, ne. Mit der Schule und dann fällt er sozusagen. (....) (MB): Und dann fällt er sozusagen aus der Zuständigkeit des Schulamtes und des Sozialamtes raus in die Zuständigkeit der Arbeitsagentur, ne. (I): Hm. (MB): Er kriegt jetzt ja die Schulassistentenz über Eingliederungshilfe vom Sozialamt. Und dann würde, wenn er jetzt die Schule verlassen würde im Sommer ... (B): Ich hab gesagt, (unv.). Ich (unv.) (MB): In die Zuständigkeit... (B): (unv.) (MB): Du hast einen Behindertenausweis. (B): Ich kann Zug fahren. (I): Irre, kannst du einfach mit dem Zug fahren, das ist ja praktisch. (B): Ja. (MB): Und fällt dann in die Zuständigkeit der Arbeitsagentur. (B): Ich bin Natur. (I): Hm. (MB): Und er hat jetzt heute

morgen angerufen und wollte wissen, wie es jetzt für ihn im Sommer weitergeht. Und, also das wissen wir noch nicht wie es weiter geht. (I): Hm. (MB): Die Option ist jetzt, dass er noch ein Jahr verlängern kann. (I): Hm. (MB): Die Schule würde das mitmachen. (I): Hm. (MB): Weil er kann... Er hat ja zwölfjährige Schulpflicht, die würde er jetzt im Sommer erst erfüllt haben. Und dann könnte er noch verlängern. Er könnte dann noch, er kann sogar insgesamt fünfzehn Jahre zur Schule gehen. (I): Hm. (MB): Das wollen wir aber nicht. (I): Hm. (MB): Fünfzehn Jahren möchte ich ihn nicht in die Schule schicken. (I): Hm. Hm. (MB): Vielleicht dieses eine Jahr braucht er vielleicht noch um was zu organisieren.

In the following lines, mother of student B describes the high quality of the expertise about handicap that school of B. prepared and provided to them.

See interview with B Lines: 1031- 1044

(MB): gelernt habe, war sonderpädagogische Gutachten, (I): Hm. (MB): welche Anforderungen die zu erfüllen haben. Finde ich das eigentlich das bisher handwerklich am besten gemachte von all den Gutachten, (I): Hm. (MB): die unsere Aktenordner schon füllen. (I): Hm. Ist das das aktuellste oder? (MB): Das ist, das was Sie haben (I): Ah, ja. (MB): Ist schon am aktuellsten. (I): Ah, Ja. Also ich habe das ja nur überflogen, ich finde das auch sehr aussagekräftig, muss ich sagen. (MB): Wobei natürlich dann immer so Hammersätze, die müssen natürlich dann auch wieder rein.

The quotation below shows that student B was very lucky as he had the chance to enter the regular elementary school. His mother said that her son B. was the first student with mental retardation who entered this regular school.

See Interview with B, Lines: 1314 -1333

I: (...), ist es doch so, dass Sie eigentlich so eine Vorreiterfamilie waren in diesem ganzen GU oder? (MB): In Bundesland V insoweit, richtig. Weil (B) der erste Schüler war mit einer gestigen Behinderung, der in Bundesland V in eine staatliche Grundschule eingeschult worden ist, Schüler der staatlichen Grundschule war und der gemeinsame Unterricht organisiert wurde zusammen mit der zuständigen staatlichen Förderschule für seinen Förderbedarf. (I): Hh. (MB): Also geistig Behindertenschule. Und die ist in Stadt X. (I): Ok. (MB): Also das ist so. Also er ist hier im Wohnort nach hier in Stadt Y in die Grundschule gegangen, (I): Hm. (MB): Ist dort in die erste Klasse eingeschult worden als Schüler dieser Schule. (I): Hm. (MB): Und die Sonderpädagogen sind von der staatlichen Förderschule hierher gekommen. (I): Hm. (MB): Das war, da war er der erste Schüler.

Mother of B reported that when her son B. started school, the conditions were ideal there given that the class had a small number of students and a second teacher. She said that the ministry wanted that this experiment to be successful and tried therefore hard to give many resources to the school (e.g., teachers who taught voluntarily in the inclusive classes).

See interview with B Lines: 1843 - 1883

(MB): Nach den ersten Wochen, als das lief, er hatte natürlich Traum Rahmenbedingungen. (I): Also, eine Schulbegleiterin und und so weiter. (MB): Doppelbesetzung an Pädagogen

durchgängig. Fünfzehn Kinder in der Klasse. (I): Hm. (MB): Also, was soll da passieren? (I): Ja, ja. (MB): Ich sage mal Erfolgsgarantie eingebaut, ja. (I): Hm. (MB): Erfolgsgarantie eingebaut. Das war aber natürlich nur möglich, weil er ja der erste Fall und bis dahin ein Einzelfall war. (I): Hm. (MB): Ja, dadurch konnten die natürlich an Rahmbedingunge alles da reinpumpen. Das war der Frau X. auch klar. (I): Hm. (MB): Das muss da alles rein, (I): Hm. (MB): Die ganzen Ressourcen, die es nur gibt da rein. (I): Damit das nicht schief geht. (MB): Damit das nicht schief geht, (I): Hm. (MB): Damit das in diesem schwierigen Umfeld auf jeden Fall Erfolg wird. (I): Hm. (MB): Und die beiden Grund-, und das Lehrerkollegium, da haben sich, das hat auch ein bisschen gedauert, bis sich da Lehrer gefunden haben. Die sind auch, ich sage mal, schon bestochen worden in der Form, dass ihnen die Verbeamtung versprochen worden ist. (I): Hm. (MB): Das wissen Sie aber nur unter der Hand. (I): Hm. (MB): Sind dann auch verbeamtet worden, die es dann gemacht haben. Die es aber dann im Laufe des Prozesses sehr gut gemacht haben, muss ich sagen. (I): Und ist danach, dann nach (M)? (MB): Unmittelbar nicht, (I): Hm. (MB): Aber jetzt, nach einigen Jahren ist eine behinderte Schülerin (...), die ist jetzt schon, die ist jetzt glaube ich in der vierten Klasse, die kommt jetzt, geht dann in die fünfte Klasse. Und was auch, also das sehe ich einfach so, ein Ergebnis seiner Integration, seiner Inklusion war, dass jetzt der Schulstandort insofern auch ein Stück gesichert werden konnte, dass die jetzt aus der Grundschule herauswachsend eine Gemeinschaftsschule machen hier.

The following quotation quoted from interview with B. also continues to confirm presence of educational institutions and schools that will accept students with disabilities and help them to learn and realize their right to education. Specifically, mother of B. describes how they found a secondray school which was willing to inculde their son (B). They found a comprehensive school in the next bigger city. The school did according to the parents a very good job. They were prepared very well and included other students with Down syndrome. Mother of B also referred to strategy followed by these intitutions to encourage parents of students with disabilities to participate and involve. The following quotation also continues to explain how schools' support is very important to increase progress in achieving successful school to work transition among students with disabilities.

See interview with B lines: 1931 - 1984

(MB): Also das muss inklusiv weitergehen und da gab es dann die Möglichkeit Stadt X, Regelschule Stadt X. Oder integrierte Gesamtschule Stadt Y. Und da muss ich natürlich auch wiederum sagen, auf Grund dieses unendlichen Kampfes dann, was heißt unendlich, vor dreißig Jahren war es noch schlimmer. Aber wir haben ja schon auf Erfahrung der Elternschaft von vor dreißig Jahren, vierzig Jahren aufgebaut. (I): Hm. (MB): Auf Grund der, des Einsatzes von der Grundschule, im Vorfeld der Grundschule, was das für ein Kraftaufwand war, das schaffst du jetzt nicht noch einmal. Und da bot sich dann die IGS an und an die IGS sind wir gekommen, weil die ein Jahr bevor für ihn ein Wechsel anstand, haben die sich als Schule für dieses, für die Integration auch von Schülern mit geistiger Behinderung (I): Hm. (MB): geöffnet. was war die Geschichte? Patentante von N war dort Lehrerin. (I): Hm. (MB): N sollte von der Grundschule auch wechseln inklusiv in die, in die, in die Inklusion. Und da hat ihre Patentante, die dort Lehrerin war, dort das Kollegium aufgemöbelt. (I): Hm. (MB): Und die hatten irgendwie eine Veranstaltung geplant für die Lehrer. (I): Hm. (MB): Und da hatten sie mich eingeladen. Und da bin ich dahin gefahren und da an dem Tag hat das Lehrerkollegium dann beschlossen "Wir machen das". (I): Hm. (MB): "Wir nehmen Schüler mit geistiger Behinderung, wir sind eine integrierte Gesamtschule, wir haben schon Inklusionserfahrung, also integrationserfahrung (I): Hm. (MB): Mit Hauptschülern und Realschülern und Gymnasiasten, also wir machen das auch

noch". Und die hatten sich ja zu dem Zeitpunkt konzeptionel toll vorbereitet. Und die wollten (B) als Schüler haben, muss ich einfach so sagen. (I): Hm. (MB): Wahrscheinlich auch ganz bewusst, die Tante von N, weil die dachte dann hat N wen. (I): Hm. (MB): Und naja weil sie sich vielleicht auch durch engagierte Eltern ein bisschen Unterstützung erhofft haben und die wollten einfach (B) als Schüler. Die haben uns echt direkt angerufen, ob wir ihn da nicht anmelden wollen. (I): Hm. (MB): Und in Stadt X in der Regelschule, die waren nun gar nicht irgendwie vorbereitet. Und da hatten wir aber auch ein Jahr vorher schon einen Antrag beim Schulamt gestellt, die haben sich auch ewig Zeit gelassen. Und dann haben wir gesagt "Komm, beruflich wird es möglicherweise auch später mal mehr in Richtung Stadt Y gehen. Ist es vielleicht gar nicht so verkehrt, wenn er dann nach Stadt Y geht". (I): Hm. (MB): Da haben wir einfach gesagt "Wir haben im Moment gerade nicht so die Kraft, jetzt da nochmal so einen Kampf zu machen und alle Barrieren erst einmal einzureissen. Und haben ... sind dann da vielleicht den Weg des geringeren Widerstandes, was jetzt die Organisation des Wechsels anging, gegangen. Muss sagen, die IGS hat das in den ersten zwei, drei Jahren perfekt gemacht. (I): Hm. (MB): Also wirklich perfekt. Hatten das sehr gut vorbereitet eineinhalb Jahre (B) dann 2007 eingeschult wurde. Aber es war eben dort in der IGS auch so, es war ein Drittel des Kollegiums, das für die Integration und Inklusion brannte und die anderen waren dagegen.

In the following quotation, parents describe the quality of inclusive schooling. *Teachers were highly engaged and prepared classes at different levels.* Parents observed also that teaching in inclusive school settings can be also too demanding for teachers.

See interview with B Lines: 1989 - 2013

(MB): Die haben sich natürlich voll eingebracht und gingen dann irgendwann am Zahnfleisch. (I): Hm. (MB): Unter anderem seine Lehrerin, seine Klassenlehrerin (...). (I): Hm. (MB): Eine, die hat also aus meiner Sicht richtig gut lehrbuchmäßig fast verstanden, wie gemeinsamer Unterricht organisiert wird, hat wunderbaren binnendifferenzierenden Unterricht vorbereitet. Also, wo ich teilweise auch Unterrichtsbeispiele bei Fortbildungen Lehrern gezeigt hat, wo man auch richtig gemerkt hat, dass bei denen dann der Groschen fiel und sagt "Ja, so können wir es uns vorstellen, wie es geht". (I): Hm. (MB): Diese Binnendifferenzierung. Und die hat aber dann, ja, die hat eben dann, die anderen haben gesagt "Du wolltest das, nu mach" und die hat sich halt totgelaufen. Und die konnte dann nicht mehr. Und die hat dann nach drei Jahren die Schule verlassen. (I): Hm. (MB): Aber die anderen Lehrern haben es weiter gemacht bis zur zehnten Klasse. Man hat dann eben gemerkt, in den oberen Klassen es ist dann nicht mehr dann ganz so rund gelaufen. Auch noch, aber nicht mehr ganz so rund. Aber insgesamt schon noch ok. Ehm, was ich gut gefunden habe, was jetzt auch in der Diskussion Gymnasium ja oder nein interessant ist, ist, dass die xy-Schule von sich aus, war nicht unser Wunsch, ausdrücklicher Wunsch, gesagt hat, (I): Hm.

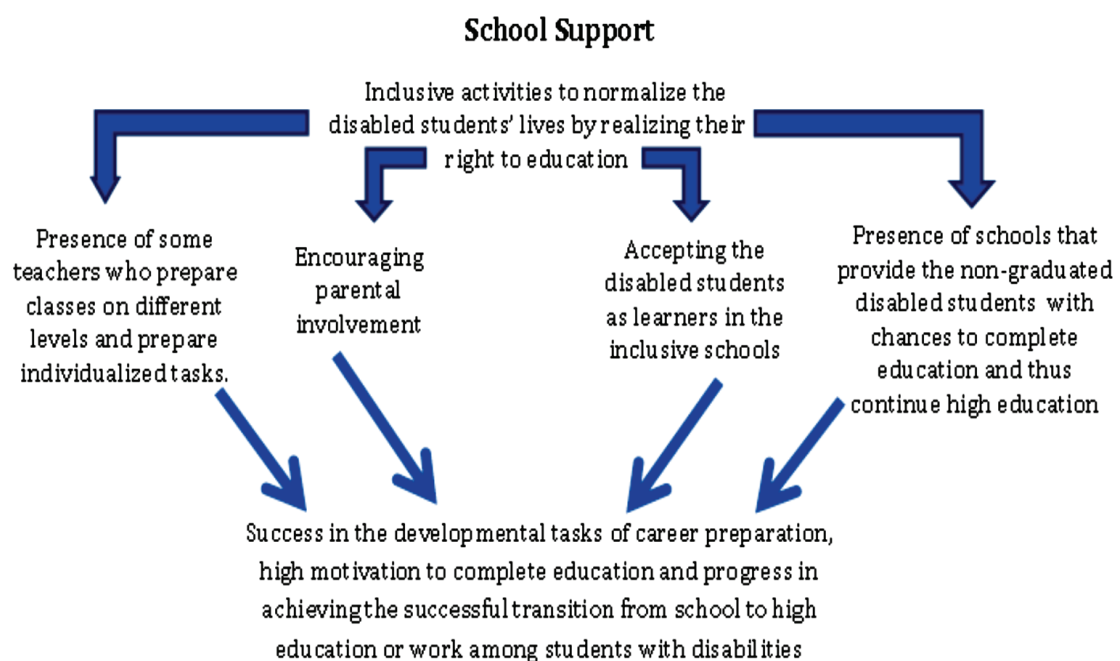
Very well organized inclusion in comprehensive school was reflected in the practice that B. and his friend N. were educated together with students who were aiming at the highest school degree (Abitur). The school decided to do so, because they regarded the students from the highest track as being the most sensible and socially competent students.

See interview with B Lines, 2024 - 2041

(MB): Und da haben sie sowohl (B) als auch N jeweils in die Gymnasialklasse getan, (I): Hm. (MB): Weil sie gesagt, das sind die Schüler, die von ihrer Intelligenz her, von ihren sozialen Kompetenzen her am besten in der Lage sind, jetzt sich auf (B) (I): Hm. (MB): Und N

einzustellen. (I): Hm, und das ist auch aufgegangen? (MB): Und das ist aufgegangen. (I): Toll. (MB): Das ist aufgegangen und das haben die auch hingekriegt und haben unter den Möglichkeiten, die sie hatten dann noch versucht eben so viele Stunden wie möglich gemeinsamen Unterricht pro Woche zu machen. Es hätte aus meiner Sicht mehr sein können. Hätte auch mehr sein können, wenn das Kollegium in seiner Gänze noch mehr da hinter gestanden hätte. Aber insgesamt, er ist super gerne hingegangen, war in der Klassengemeinschaft super integriert, das hat auch immer die Integrationshelferin bestätigt. (I): Hm. (MB): Also es war insgesamt rund.

Figure (2.6) School support to normalize the disabled students' life by realizing their rights to education



Category 2.7: School support to normalize the disabled students' life by realizing their right to prepare for future career

Regarding the role of school teachers in supporting career preparation of disabled students in an inclusive school context, the results of interviews with teachers, students with disabilities and their parents pointed out various facets of positive teacher behavior. In general, the teachers were highly supportive given that they tried to create an inclusive career orientation and preparation program needed to

realize the right of students with disabilities to participate in vocational training and to prepare for their future career.

More specifically, we identified four sub-categories of the main category of “*teacher support to normalize life of students with disabilities by realizing their right to prepare for future career*”: **(2.7.1) Arrangement of inclusive learning situations, (2.7.2) Compensation of parental ineffectiveness and encouragement of parental involvement, (2.7.3) Engagement for inclusive career preparation experiences, (2.7.4) General Quality of inclusive career preparation in school.**

Sub-category 2.7.1: Teacher engagement – arrangement of inclusive learning situations

School x has developed a curriculum “Praktisches Lernen” (practical Learning). It gives all students from 7th grade on up to 9th grade the chance to explore their interests and abilities. All students are provided with the same learning opportunities. However, the teachers structure the tasks according to the level of individual students’ competence. If necessary, they reduce the level of the tasks’ complexity to make them more suitable to the cognitive level of the disabled students (e.g., cognitive impairment and intellectual disabilities, mental retardation). Then, students with disabilities have the chance to feel competent, efficacious and able to solve the task in an inclusive setting.

See interview with teachers of inclusive school X, Lines: 570-628

T (1): Und dann haben ja wir nur einen begrenzten Rahmen, anregen zu können. Ja wir versuchen es hier über das praktische Lernen, dass sie wirklich verschiedene Bereiche durchlaufen, na. Und, da machen wir schon viel in der Richtung. I (1): Und praktisches Lernen ist ab? T(1): Das ist ab siebte Klasse. I (1): Hm. T(1): Das ist aus den Wahlpflichtfächern gefüttert mit Inhalten. Ist aber so aufgebaut, dass es wirklich praktisch mehr ist. Also, wie gesagt, wir tun mehr, wir versuchen mehr, die Interessen und Fähigkeiten. I (1): Hm. T(1): Der Kinder rauszukitzeln. Und da haben wir den Bereich Küche, wo sie reingehen können, I (1): Hm. T (1): Was sonst gar nicht im Unterricht angeboten wäre. [...] T (1): Dann haben wir einen Bereich Kommunikation, Kommunikationstechnik auch mit. Dann was so mit Computern zu tun hat, welche Programme, was für Möglichkeiten bestehen. Wir haben den Handwerk und Technik. Da gucken sie, wie ist das Handwerk entstanden zum Beispiel und bauen dazu Modelle. I (1): Hm. T (1): Also, dann müssen sie wirklich arbeiten. Und das Gucken, wie gehe ich mit Werkzeugen um? I (1): Und das macht ja auch Spaß, ne. T(1): Und dann haben wir noch einen Bereich, der in die künstlerische Richtung geht. Sodass auch da Interessenlagen abgedeckt werden. I (1): Hm. T(1): Und das dürfen sie in sieben und acht vierteljährlich rotieren. Also durchlaufen alle Bereiche, und in der neun wählen sie sich in ein Bereich fest ein, weil es denn für die Hauptschüler ein Prüfungsfach wird. I (1): Hm. T (1): Das ist dann das Wahlpflichtfach. Aber dann wissen sie, auf was sie sich einlassen und eigentlich haben wir gehofft, weil sie schon so viel jedes erlebt haben, dass sie sich vielleicht wirklich interessengebunden einwählen und dann noch mal in die Richtung für einen Beruf gehen können. I (1): Hm. T(1): Gerade unser Soziales, Küche und Baby. Wir machen in der neun einen Baby-Kurs, I (1): Hm. T(1):

Säuglingspflege, Hauswirtschaft, I (1): Hm. T (1): Nähen, Stricken. Also, alles was auch für einen Hauswirtschaftler genutzt werden kann, I (1): Hm. T (1): Wird dort vermittelt, na. Also, wir versuchen wirklich da schon Richtung Praxis zu arbeiten. I (1): Hm. T (1): Und zu gucken, dass auch die Interessen von den Kindern mal angesprochen werden, I (1): Hm. T (1): Oder dass sie gucken: Was könnte ich praktisch, was würde mir liegen. I (1): Hm. T (1): Wir haben Serviettenfalten drin, wie deckt man einen Tisch, wie wirtschaftet man. Das sind so Sachen, die wir versuchen anzuregen. I (1): Hm. T (1): Wir können sie nicht komplett ausreizen, wir sind kein Lehrbetrieb, aber wir haben es versucht, in Unterricht mit einzubauen, na. I (1): Hm. T (1): Gerade auch für unsere Förderkinder. I (1): Hm.

See interview with teachers from inclusive school X, Lines: 1591- 1652

T (1): Wie gesagt, wir sind nicht nur noch Lehrer. Wir sind inzwischen schon Sekretärin. I (1): Und Netzwerker. T (1): Aber manchmal fühlt man sich überfordert. I (1): Hm. T (1): Also, manchmal, wenn so wie jetzt gerade vor den Zeugnissen. I (1): Hm. T (1): Und wenn dann eben kommt „Liebe T, fülle aus zu unserem L Kind, was hast du gemacht“. I (1): Hm. T (1): Und dann das ganz detailliert, damit man Gutachten schreiben kann. I (1): Ja. T (1): Irgendwann weißt du nicht mehr weiter was du machen sollst und wann du den normalen Unterricht noch machst. I (1): Ja, ja. T (1): Und da ich ja für mich für mich den Anspruch habe, ich komme aus dem Förderschullehrerbereich mit und ich habe für mich den Anspruch, für meine Förderkinder die Aufgaben auch alle runterzubereiten. I (1): Hm. T (1): Und das ist eine intensive Zeitarbeit. I (1): Das glaube ich. Das ist. T (1): Und da ich ja den BAT Unterricht hier. I (1): Hm. T (1): Also, bei mir ich laufe Werken, WAT, PL, NT. Und bei mir durchlaufen alle Schüler meine Bereiche komplett durch. I (1): Hm. T (1): Also, ich habe von der Fünf bis zur Zehn alle Schüler irgendwann mal. I (1): Hm. T (1): Es ist schwierig, dann noch für alle Schüler individuell noch runterzubereiten. I (1): Hm. T (1): Und dann so was, und dann bin ich ja verantwortlich für Berufsstart plus, also für alles was Betriebspraktika, I (1): Hm. T (1): bei uns heißt. Also manchmal frage ich mich, was sie noch wollen. (lacht). I (1): Ja, ja, genau. T (1): Jetzt haben wir ja die Lernstandsgespräche noch dazu gekriegt. I (1): Genau, genau. I (...) das sind dann so Aufgaben für das praktische Lernen. Wenn jetzt zum Beispiel, das ist für meine XX gemacht. Für unser geistig behindertes Kind. Die hatte im Prinzip, wir haben praktisches Lernen in der Sieben. Haben wir in meinem Fach Entwicklung, Natur und Technik, wie hat sich das entwickelt von Kultur und wiss., und die kriegen alle einen einzelnen Auftrag mit einem Hefter. I (1): Hm. T (1): Sie müssen einen Vortrag halten und das ist für ein geistig behindertes Kind schwierig und müssen ein Produkt bauen. I (1): ja. T (1): Und da habe ich für XX gemacht, die hat denn ein Beruf vorgestellt, Nachtwächter. Die hatte nur den Satz, den hat sie ganz oft gelesen und geübt. I (1): Hm. Hm. T (1): Dann hatte sie die bildliche Darstellung mit dem Dranstehen. Dann war der nächste Schritt, Wortbildkarten zuzuordnen und dann war der nächste Schritt selber Schreiben. I (1): Ahm.*

Sub-category 2.7.2: Teacher engagement–Compensation of parental ineffectiveness and encouragement of parental involvement

The high engagement of the teachers in supporting their students' career preparation can also be observed in the 9th grade when students have to find an internship by themselves or by the support of their parents. In cases where parents are not able to find a suitable internship for their child, the teachers compensate this by organizing an internship for the students.

As the quotation below shows, when parental activities fail or if parents are not able to support their disabled children, the special education teacher becomes more

active and shows greater involvement to compensate parental failure to find an internship that these students can attend to prepare for their future career.

See interview with teachers from inclusive school X, Lines: 496- 512

I (1): Also das heißt, in der neunten Klasse, sorgen Sie praktisch dafür, dass die ein Praktikum bekommen und das sind dann diese zwei Wochen. T (2): Die Eltern. T (1): Die Eltern. I (1): OK, und Sie gucken aber darauf, oder? T (2): Wo ich merke, es klappt nicht oder es gibt Probleme, dann hänge ich mich rein. Dann rufe ich in den Betrieben an und frage und. T (1): Manchmal muss man auch kurzfristig noch ganz schnell um planen, dann habe ich gesagt „OK wir versuchen in der Schule schnell noch“, dann haben wir gesagt, unsere Küchenfrauen waren netterweise bereit, eine Schülerin ins Praktikum mitzunehmen. Notsituation, weil das nicht funktioniert hatte, was die Eltern angedacht hatten. T (2): Also beim XY musste ich mich eigentlich noch nie reinhängen, weil die Eltern relativ fix sind. T (1): Es kommt auch auf das Elternhaus drauf an. Wie fit ist das Elternhaus, inwieweit schaffen sie es, Ihr Kind in der Hinsicht zu unterstützen, und inwieweit sind auch Betriebe bereit, ihr Kind zu nehmen.

The interviewed teachers try always to activate parents to support their disabled children by seeking contact with them, integrating them, and encouraging their involvement in the process of the career preparation of their children. However, when they get the impression that parents failed- or are not able- to support their children, teachers compensate parental ineffectiveness or failure to involve.

See interview with teachers from inclusive school X, Lines: 708- 761

I (1): Also, in den Gesprächen. Ich denke Eltern sind ja auch also nicht so locker, ja. Und können vielleicht auch mit Absagen oder Zweifeln nicht so gut umgehen und solche Geschichten. Ich finde, das ist so toll, wenn sie das machen. T (2): Und ich schicke auch die Eltern auch direkt und sage: Fahren Sie mit Ihrem Kind nach X.. Oder voriges Jahr, das waren xx-behinderte, dann habe ich den Termin organisiert und bin ich mit den Jungen in die xx-behindertenschule nach Y. gefahren und hab die Mutti mitgenommen, um diese Diagnostik nochmal zu machen für die Berufsvorbereitung. Erst biete ich das den Eltern an, sie möchten das doch bitte machen. Aber wenn sie das nicht machen und ich denke es ist nötig, dann hänge ich mich dann schon rein. I(1): Hm. T (1): Wobei man da auch rechtliche Rahmen hat, man kann nicht alles abdecken. Ja. T (2): Nee, das ist richtig. T (1): Ja. I (1): Hm. also, das heißt, wenn, wie ist überhaupt so die Zusammenarbeit in Richtung Berufsorientierung, Berufswahlvorbereitung mit den Eltern? Also, gibt es da so eine obligatorische Abfolge von Kontakten? Also, wie so ein Elternabend oder Gespräche und Reflektion. T (1): Es findet allgemein Elternabend statt für diese Berufsstart plus. I (1): Siebte Klasse, glaube ich. T (1): Siebte Klasse. Das tut der Herr L.. I (1): Hm. T(1): Also verantwortlich von Berufsstart plus für C., für unsere Schule. I(1): Hm. T(1): Macht das richtig offiziell ordentlich. Dann bekommen die Eltern ein Anschreiben von uns, einen Brief, was wir an Vorhaben da haben. Geben auch rechtzeitig den Termin bekannt und bitten darum, dass im Prinzip die Schüler anfangen, sich Praktikumsplätze zu suchen. I (1): Hm. T (1): Weil das wir ja nun in der Hand der Eltern geben und dann müssen sie unterschreiben. Und dann kriegen sie Praktikumsauswertungsgespräche, offiziell in der Sieben. In der Sieben es ist hauptsächlich mit den Kindern und mit Herrn L. und in der Acht ist definitiv mit Eltern. I (1): Hm. T (1): Und in der Neun ist auch nochmal Auswertungsgespräch. Es werden die Eltern eingeladen. Ob sie dann kommen, also, das liegt dann an den Eltern. Also auch da ist es geplant mit Eltern. I (1): Hm, also die Kinder, die GU Eltern, die sind auch immer bei diesen Aktionen dabei. T (1): Sie werden ganz offiziell.... T (2): Also, die machen das alles. T (1): Die kriegen das alles. T (2): Und kriegen das andere noch zusätzlich. T (1): Also die sind immer integrativ mit dabei. I (1): Hm. Ok. T (2): Zum Beispiel, also es gibt auch immer individuelle Vereinbarungen. Beim XY. Also, wenn es ein geistig behindertes Kind ist, denke ich, wenn die Eltern ein Praktikumsplatz finden oder einen

Betrieb finden, der sagt „Ich gucke mir den Jungen an, der kann mal drei Wochen kommen. Vielleicht nehme ich den im nächsten Jahr“. Dann soll der da hingehen. Also der könnte jederzeit ein Praktikum machen zum Beispiel. I (1): Hm. T (2): Wurde mit den Eltern vereinbart. I (1): Hm, OK.

Sub-category 2.7.3: Teacher personal involvement – engagement for inclusive career preparation experiences

As an inclusive school, school X. implements obligatory inclusive career orientation programs that motivate the disabled students to enter and attend inclusive internships during the 7th and 8th grades. However, searching for- and finding- these internships occur according to the students' interests and abilities. While all students including those with disabilities and their typically developed counterparts have to solve the same tasks, teachers in school X try to integrate students with cognitive impairments and difficulties in these internships by reducing complexity and adapting the tasks to their cognitive level. In this term, students with disability will receive individualized tasks that are consistent with their capacities. For instance, teachers adapt tasks to reflect experiences in the internship to the cognitive abilities of their students.

See interview with teachers from inclusive school X, Lines: 186-247

T (1 und 2): Das machen die auch. Die gehen mit, gehen mit. T (1): Ah. Das machen die auch. Die gehen mit. Sie gehen im Berufsstart mit. Dann wird geguckt mit unserer Hilfe wird geguckt, in welches Berufsfeld wir denken, dass sie integrierbar sind mit ihren Fähigkeiten und Fertigkeiten und auch Interessen. Wir gucken ja auch Wir haben zum Beispiel, die E, das ist G Kind. Die ist jetzt in der Sieben, die malt unheimlich gerne. Und da haben wir natürlich geguckt, dass man das Berufsfeld Farbe so ein bisschen mit integriert hat. Und die sind dort sehr offen für die Kinder. Also, ich muss sagen, ich habe bisher kaum schlechte Erfahrung gemacht. Die kommen mit unseren Kindern gut hin, die Lehrmeister Muss man echt sagen. Und dort kriegen sie im Rahmen mit den Andern zusammen genauso Aufgaben gestellt, dann aber runtergebrochen. Also, E. muss natürlich diese Farbmischung nicht so exakt. I (1): Hm. T (1): Machen wie die anderen, aber für sie war es eine gute Motorikübung, sie musste genauso versuchen, dieses in die Dreiecke da reinzukriegen, wie die anderen auch. Nur dass sie eben halt die Farbmischung selber nicht so mit dem Anspruch hatte. I (1): Hm. hm. T (1): Aber das wird schon versucht, die dort wirklich genauso mit den Berufsfeldern mit zu nehmen, wie die anderen auch. I (1): Ah, ja. T(2): Also, von daher, die gehen Klasse sieben und Klasse acht, gehen die dort mit. Die bereiten genauso einen Praktikumshefter wie die anderen vor. Also, das ist nämlich, was ich vor mir liegen habe. Bloß dass ich dann eben runtergebrochen habe die Aufgaben, ne. Die anderen müssen halt sehr tiefgründig sich mit den Regeln auseinander und wo wer arbeitet, Beruf Betrieb ist da, und die Kinder kriegen es dann auf ihrem Niveau. Also dass sie auf der einen Seite es trotzdem das machen müssen und auf der anderen Seite aber eben es auch schaffen. Das ist so dieser... Da sollten sie versuchen sich selbst einzuschätzen, wie hat ihnen das dort gefallen durch ankreuzen und die bereiten ihre Blätter auch selber vor. Und dann sind so, die müssen die Verhaltensregeln sich anhand der Bilder erarbeiten, dann wird zugeordnet und sie haben ja oftmals, also gerade die E. hat einen Schulbegleiter mit dabei, der dann auch mit den Kinder mit Lesen und das Ganze übt und dann müssen sie es bei mir schreiben, weil das Schriftbild ja geübt werden soll. Also, das sind so die Sachen, die werden*

dann da genauso genutzt. I (1): Hm. T (1): Und das ist dann so. Normale wird ja verlangt einen Bericht zu schreiben dort und die müssen genauso ihren Tagesbericht schreiben, nur, dass sie eben auf eine andere Art und Weise machen. I(2): Also, und wie alt sind die Kinder, die das antworten sollten? T (1): Siebte Klasse. I(1): Siebte Klasse. Also fast 14. T(1): Aber das sind die Kinder, die Beeinträchtigung haben. Also, die jetzt Förderbedarf haben. I (2): Hm. T (1): Die das bearbeiten. I (1): Hm. T (1): Also, das wird genauso im Prinzip letztendlich bekommen sie die gleiche Berufsvorbereitung wie unsere auch, aber auf Ihr Niveau runtergebrochen. I (1): OK, aber sie sind in der Gruppe. T (1): Sie sind in der Gruppe, sie verbleiben auch bei dem Praktikumshefter erstellen in den Gruppen. Sie haben genau so die Stationen wie die anderen, nur dass an diesen Station halt diese Aufgaben, I (1): Ja. T (1): Für die da liegen und adäquat zu den Aufgabenstellungen wie die anderen auch. I (1): Ja, genau. T (1): Also die anderen müssen genauso Tagesbericht vorbereiten, nur, dass sie das in Tabellenform anders machen als die Schüler. I (1): Hm. T (1): Aber Sie haben vom Inhalt her, vom Aufbau her den gleichen Praktikumshefter.

Sub-category 2.7.4: General Quality of inclusive career preparation in school

Reports of students A with learning disability and her mother

From the perspective of the students, the internships which were obligatory in the school curriculum were helpful to learn more about their own interests and abilities.

See interview with A, Lines: 802-812

I(1): Und wann hat sich das so dann für dich rausgestellt, dass Du gerne in diesem Bereich Soziales was machen würdest? Oder wann hast Du überhaupt angefangen, mehr Gedanken darüber zu machen, was Du mal machen willst nach der Schule? (A): Ähm, ähm, ähm. (lacht). (MA): Sei doch nicht so schüchtern. I (1): (lacht). (A) Hm. (MA): Weißt Du nicht? Ist dir zugeflogen. Durch die Praktika. I (1): Hm. (MA): Ja, im Kindergarten war dein erstes. (A): Im Kindergarten war (unv.). (...)

That career preparation was very well organized for students with disabilities is also reported by the mother of the female student who attended the inclusive school X. Still, the parents did not rely on this offer. The parents were actively supporting their daughter in the course of the career preparation themselves as will be shown in more detail later.

See Interview with A, Lines: 1166-1176

I(1): Hm.. und war da die Schule auch ein bisschen hilfreich, dass die mal so ein bisschen unterstützt hat, was könnte beruflich werden? (MA): Das hätten sie sicher gemacht, aber wir hatten schon vorher konkrete Pläne. Also das läuft sehr gut. Diese Berufsvorbereitung. I(1): Hm. (MA): Oder Berufsfindung. I(1): Hm. (MA): Das ist sehr gut organisiert in der Schule. I(1): Hm. (MA): Ja, kann ich bestätigen, aber wir waren darauf nicht angewiesen, weil wir vorher schon konkrete Pläne hatten.

As the below lines quoted from the interview with A show, the mother as well as her daughter A were satisfied with the career preparation programs as they provided children with challenging and enjoyable tasks that suit their interests and abilities and that link these activities to the vocational future. School also provided disabled

students opportunities to express their interests and to choose freely internships that suit their interests and abilities.

Report of female student with learning difficulties A and her mother

See interview with A Lines: 1134-1152

I (1): Genau, das denke ich schon auch. Und, wenn wir jetzt nochmal zurück zu dem Zukunftsthema kommen, Du hast gesagt, Du hast dann ein Praktikum gemacht im Kindergarten. Hast Du dir das selber überlegt, dass Du das gerne machen würdest? (A): Ja, es mussten alle in der siebten Klasse damals in den Kindergarten gehen. I (1): Ok, und was hast Du dann in der Acht gemacht? (A): Da durfte ich frei wählen und war dann im ... (MA): Behindertenfahrdienst... (A): Fahrdienst. I (1): Hm. (A): Und in die neunten Klasse war ich im Pflegedienst. I (1): Hm, und neunte Klasse hast Du dir auch selber ausgesucht. (A): Ja, das war auch freiwillig. I (1): Ja, und das hat Dir ja auch Spaß gemacht? (A): Ja. I (1): Klasse. Also, das heißt, so dieses, also du machst dir ja schon Vorstellungen darüber, was Dir liegt und was Du kannst usw. (A): Ja. I (1): Und versuchst das dann auch so ein bisschen voranzutreiben? (A): Ja.

See interview A Lines: 1248- 1280

I (1): Hm.. und genau. Berufsstart plus haben wir schon besprochen. Wie fändest du so diese Sachen bei Berufsstart plus? Also, seid ihr da auch, da gibt es doch auch immer irgendwelche Felder, Berufsfelder. Weiß nicht, Kochen oder Soziales oder Handwerk oder wie lief das bei euch? Bei der Jena-Plan war das immer so, die sind dann in so eine, ich glaube beim internationalen Bund war das, da hat meine Tochter irgendwie eine Woche lange gekocht oder eine Woche lange Tapeten geklebt oder irgend so was. (A): Also, das war dann bei uns so wie eine Art Praktikum wo wir uns auch einteilen durften in verschiedene was halt angeboten worden ist. I (1): Hm. (A): Und dann sind wir dort hingegangen. Das war einmal beim ORTXY oben. I (1): Genau, da beim ORTXY ist dieses Ideenhaus, genau. (MA): Kochen hast Du gemacht eine Woche, na oder? (A): Na ja, verschiedene Sachen. I (1): Aha und wie fändest Du das? (A): Ja ganz, das war ganz schön, Ja. (MA): Ja, das ist gut, was sie da machen. I (1): Hm. (MA): Das finde ich gut. I (1): Obwohl die auch nicht so viel mit einem reden, habe ich so gehört. Na, also das ist auch alles so. (MA): Stimmt das? (A): Hm?? (MA): Dort haben die nicht viel mit euch geredet? (A): Doch. (MA): Doch. I (1): Doch. (A): Ja. I (1): Doch, also Du fändest das Ok. Hm. (A): Ja, ich habe ganz schön viel geredet. (lacht). (MA): (lacht) I (1): (lacht) Super. (A): (lacht)

Report of student B with Down syndrome and his mother

B was also very satisfied with school.

See interview B Lines: 258 – 264

(I): Ah.. Das ist ja toll. Und (B), bevor du auf die Schule X gegangen bist warst du auf der XY Schule. (B): XY Schule, ja. (I): In StadtX. (B): In StadtX, ja. (I): Aha, und wie hat es dir da Spass gemacht? (B): schon ja schön. (unv.) seit vier Jahren. Und zwar ich bin Klasse XX.

The following lines show that parents of student B are satisfied with the school context because it can provide great chances to smooth the transition between schools' periods, and the transition from school to further education and work. In this term, mother of student B. describes comprehensive schools as being an advantage for students with disabilities because these students don't have to change

their school after primary education and can continue their school career up to the end of mandatory (i.e., obligatory) schooling.

See interview B Lines: 1885- 1929

(MB): Und wir hatten hier in Stadt X einmal die Grundschule, die ging bis zur Klasse Vier und wir hatten bis 2008 oder 2009 auch noch einen Schulteil von einem Gymnasium in Stadt Y, da ist der T noch hingegangen. (I): Hm. (MB): Und das wurde dann geschlossen. (I): Hm. (MB): Und dann ging es hier darum, wie können wir für die Sek 1 dann den Schulstandort sichern und da blieb dann, letztlich gab es dann noch einen Verein zur Gründung einer privaten Schule, der ist dann nicht ans Stehen gekommen, weil da einfach dieses Kapital fehlte. (I): Hm. (MB): Und da gab es dann die Konstellation, dass die einzige Möglichkeit war, die vorhandenen Schulgebäude vom Gymnasium ja dann so zu nutzen, dass man sagt wir wandeln die Grundschule in eine Gemeinschaftsschule um und lassen jetzt aus der Grundschule heraus eine Gemeinschaftsschule wachsen. (I): Hm. (MB): Und die ist, da hat jetzt auch noch, als er es noch machen konnte, sage ich mal, bisschen geguckt, dass da auch eine vernünftige Schulleiterin hinkommt, (I): Hm. (MB): Die auch inklusionsorientiert ist, (I): Hm. (MB): Die auch in unseren Inklusionstagen war und da kann jetzt diese behinderte Schülerin, die jetzt in der Klasse vier ist, kann jetzt, und das finde ich ganz toll, freut mich persönlich sehr, (I): Hm. (MB): hier weiter gehen, die Eltern müssen sich nicht mehr überlegen, was kommt jetzt nach der Grundschule, (I): Hm, hm. (MB): Wie geht es weiter? (I): Hm. (MB): Die kann hier durchgängig bleiben. (I): Ja, das sehen wir halt auch immer wieder, dass das für Eltern so eine unglaubliche Sicherheit gibt, ne. (MB): Ja. (I): Wenn man weiß, man muss jetzt nicht alle vier Jahren sich um einen neuen Übergang kümmern, ne. (MB): Ja. (I): Und ab wann haben Sie so diese Frage, vor allem also sich mit der Frage beschäftigt, was, wie es dann nach der Schule weiter geht? Und hat Ihnen da die Schule auch dabei geholfen? (MB): Nach der Grundschule jetzt? (I): Ja. (MB): Nee, gar nicht. Das war jetzt unsere Sache. Also da haben wir dann sehr, da haben wir natürlich aus der Erfahrung schon sehr frühzeitig haben wir gewollt, dass es klar wird, also Sonderschule kein (Ding?).

B. did not get support from his regular teachers in school concerning his future career. Only his special education teacher was supporting him. She organized internships within the career orientation program 'Prawo' which was specifically designed for children with mental disabilities.

See interview with B, lines: 2269-2275

(I): Und in der XY-Schule hat sich auch da denn jemand, also jetzt von der Lehrerschaft mit der Frage beschäftigt, also was kann (B) beruflich machen oder? (MB): Nee. (I): Oder das ist alle Ihre Initiative gewesen? (MB): Also, die Praktika, die er in der Zeit bei der JBF gemacht hat, das war über das Projekt (spezielles Berufoorientierungsprojekt für Jugendliche mit Sonderpädagogischem Förderbedarf in der geitigen Entwicklung). Da hat sich schon, das hat die Lehrerin, die Sonderschullehrerin organisiert.

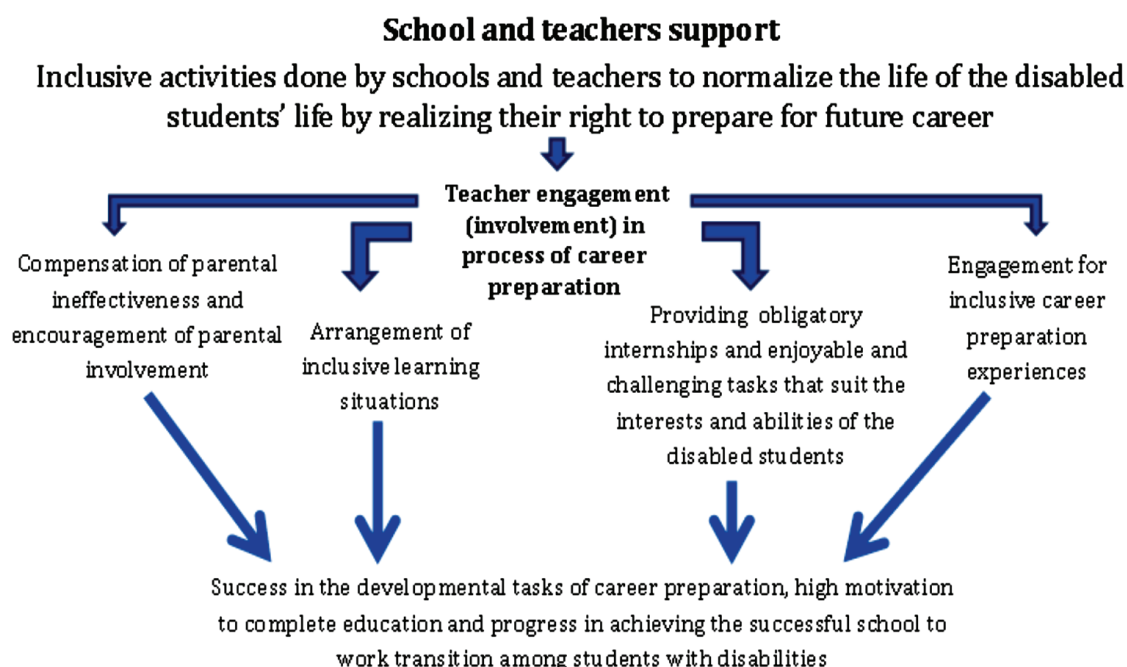
Report of male student with Down Syndrome B. and his mother

Mother has the impression that the "real life" inclusive setting of an internship B. has experienced was much more useful for B.

See interview with B Lines: 2390- 2394

(MB): Was ihn mehr fasziniert hat war dann voriges Jahr in den Sommerferien das Praktikum, ne. Das hat ihm (I): Hm. (MB): dann natürlich wesentlich mehr gebracht. (I): Hm.

Figure (2.7) School support to normalize the disabled students' life by realizing their right to prepare for future career



Category 2.8: School support to normalize the disabled students' life by realizing their right to be protected from discrimination

All results reported in categories (2.6) and (2.7) can also be used to explain success of context in protecting disabled students from discriminative treatment. For instance, students A and B have been accepted in the educational system and thus entered schools to continue learning (*See maincategory: 2.6 School support to normalize the disabled students' life by realizing their right to education*). Furthermore, students A and B have been also provided with chances to enter vocational training to prepare for their future career (*See main category: 2.7 School support to normalize the disabled students' life by realizing their right to prepare for future career*).

Report of teachers in inclusive school X:

The following lines also refer to one example of school's efforts to implement inclusion and normalize the disabled students' life by realizing their rights to be protected from discrimination. The teachers, for instance, tried to be so *sensitive to*

what happened to their students and so they reacted to their experiences whenever these students were not treated adequately. Specifically, the teachers report of one of their students who did not experience an inclusive setting in his internship. He was working together just with his "Integrationshelfer" (personal assistant) and was isolated from other workers. According to the teachers, this was a strange experience to him, he didn't enjoy at all. For the teachers such a setting is not of good quality as they have high standards for inclusive educational settings.

See interview with teachers from inclusive school X, Lines: 383-404

T (2): Der XY war mal drei Wochen bei (Book?) in der Gärtnerei, oder zwei Wochen, und da war absolute Hitze und auch meines Erachtens haben sie sich ja darauf verlassen, dass der Schulbegleiter den Jungen betreut. I (1): Hm. T (2): Und haben wenig den Jungen instruiert und auch wenig rückgemeldet "das hast du gut gemacht oder hier das musst du noch mal so machen". I (1): Genau. T (2): Sondern sie haben das alles dem Schulbegleiter überlassen und das war nicht schön. Dann kann man den auch schlecht motivieren und war so ein bisschen wieder so verschult. I (1): Ja. T (2): Es war nicht ein wirklicher Arbeitsplatz. T (1): Genau. T (2): Oder ein Probearbeit. T (1): Es funktioniert nur, wenn die Betriebe Plätze frei stellen, wo das Kind integriert ist in den Arbeitsablauf, und die Betriebe jemanden haben, der das Kind mit uns I (1): Ja, T (1): unterstützt und betreut. Der Schulbegleiter kann es so nicht. Der kann beaufsichtigen. Er kann als Aufsicht sein und kann auch sagen, wenn die Situation vielleicht also aus irgendeiner Grund eskalieren sollte eingreifen. [...]

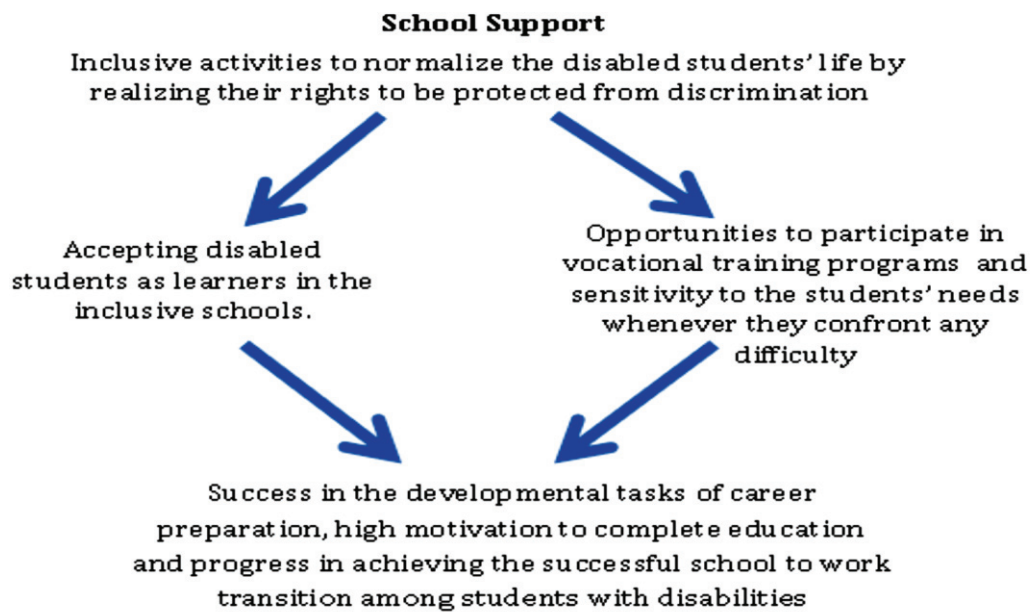
Report of male student with Down syndrome B. and his mother

Further evidence concerning protecting students with disability from discrimination has been also reported by B's mother. In this term, she said that teachers in the vocational school gave grades to B when they knew that these grades were motivating for him as he asked to receive them like other classmates in the school.

See interview with B Lines 1267-1278

(I): Aber das ist sehr interessant, dass Sie das praktisch verhandelt haben mit der Schule mit diesen Noten. (MB): Die Schule ist aber auch auf uns dazugekommen, von sich aus. (I): Ah ok. (MB): Von sich aus, weil die Schule das mitgekriegt hat. (I): Aha. Hm. (MB): Und die haben gemerkt, dass ihn das motiviert. (I): Ja. (MB): Ja, und das, es ist einfach so, wenn alle Noten kriegen, will er auch eine Eins oder Zwei oder eine Drei haben... (I): Hm. (MB): Damit er auch eine reelle Leistungseinschätzung kriegt.

Figure (2.8) School support to normalize the disabled students' life by realizing their right to be protected from discrimination



Category 2.9: Negative teachers' behaviors:

We did not simply find examples of teachers' engagement and support but we also found examples about negative teacher behaviors. Such negative behaviors resulted in failure in implementing inclusion, in normalizing life of students with disabilities and in realizing their right to education, right to access vocational training and to prepare for future career, and right to be protected from discriminative treatment.

The following quotations quoted from the qualitative interviews explain some of the above noted mistakes that minimized quality of inclusion.

Subcategory (2.9.1): Failure of school context in normalizing life of the disabled students and to realize their right to education

Report of female student with learning difficulties A and her mother

According to the mother of the child 'A', teachers in X school were *not well informed about the educational aims* of A. While A's mother expected a regular school degree "Hauptschulabschluss" for her child, teachers treated her as if she would strive for a lower degree. Thus, subject teachers in X school lowered their expectations with regard to A's ability to achieve as compared to her nondisabled counterparts in the

class. These low expectations, in turn, influenced their teaching behavior as well as nature of academic tasks they asked A to perform. For instance, teachers neglected 'A' too much and limited her opportunities to participate and to achieve when they did not ask her to solve regular scholastic and academic tasks or when they asked her to solve simple and non-challenging tasks that decreased her motivation and desire to study, and thus increased her failure to achieve developmental tasks of school engagement.

See interview with A, Lines 117- 148

(MA): Ist halt Mathe, Deutsch, Englisch usw. ist halt ein bisschen schwierig. I (1): Hm. (MA): Na aber diese Ausbildung orientiert sich sehr praktisch und das war der Plan und jetzt im Prinzip eine Woche vor Schulschluss hat man mir mitgeteilt „Ja die (A) hat ja doch den Hauptschulabschluss gar nicht geschafft“. Und als ich dann weiter nachgehakt habe, auch gefragt habe, in welchen Fächern... I (1): Hm. (MA): Also, weil sie hat eine Notenübersicht. Die Inklusion sagt, dass sie in einigen Fächern Noten bekommt und da fängt das Problem der Inklusion an, weil jeder Lehrer das wahrscheinlich pi mal Daumen wie er das denkt macht. I (1): Hm. (MA): Also, ich weiß nicht. Also, normalerweise müsste es da Richtlinien geben. Aber ich bin davon überzeugt, dass da kein Lehrer so richtig durchsieht, I(1): Hm. (MA): Und das läuft am Ende so, dass die (A) immer gute Noten bekommt I(1): Hm. (MA): Und gar nicht gefordert wird. I (1): Hm. (MA): Also, das heißt, ich habe den Notenspiegel gehabt und konnte zu keinem Zeitpunkt sehen: Ist das jetzt eine Hauptschulnote oder was ist das. I(1): Hm, hm. (MA): Also ich bin davon ausgegangen es sind Hauptschulnoten. I(1): Hm. (MA): Ich habe zum Beispiel mit ihr Biologie gelernt. Arbeit habe ich gelernt mit ihr. Alles, was daran kommen sollte. Sie kommt nach Hause nach der Arbeit und sagt: „Mama das kam alles überhaupt nicht dran. Ich hatte ganz leichte Sachen“. I (1): Hm. (MA): Also, es wurde überhaupt gar nicht abverlangt von ihr. I(1): Hm. (MA): Sie hat in Biologie eine zwei bekommen und am Ende haben sie sich hingestellt und gesagt, das wäre ja überhaupt keine Hauptschulnote. I(1): Ah.

The interview with A's mother shows that *inclusion needs a lot of communication between parents and teachers*. Because of *the lack of communication* A's mother was not informed about the grading practices and the quality of the grades A received in several subjects. Consequently, she was very disappointed from school X.

See interview with A, Lines: 185-212

(MA): Und es hat mir auch keiner irgendwann gesagt, in welchem Fach ab wann sie keine Hauptschulnoten mehr bekommt. Das ist auch das was ich. I (1): Hm.. (MA): Das geht überhaupt nicht. I (1): Hm.. (MA): Und dann am Ende sagen wir, sie hat es ja nicht. Ich habe gefragt „In welchem Fach hat sie das denn nicht?“. „Ja, das wissen wir jetzt auch nicht“. Weil nämlich ja jeder das irgendwie gemacht hat. I (1): Hm.. (MA): Immer schon leicht, damit sie das ja gut schafft und sie würde das nicht verkraften die schlechte Noten. Und ich renne hier zuhause gegen Wände, und ich rede und rede. I (1): Hm.. (MA): „Du musst lernen, du musst machen“ und sie sagt: „Boh, warum denn?“ I (1): Hm.. (MA): Weil sie ja immer gute Noten kriegt. I (1): Hm.. (MA): So, das hat die Schule verbockt. I (1): Hm.. (MA): Ja. I(1): Und wie siehst Du das? (A): Nicht so ... (MA): Nicht so!? (wundert sich). (A): Doch! ich meine das ist nicht so gut für mich. (MA): Meinst Du auch so...? (A): Also auch so wie meine Mama.... I (1): Hm, hm. (MA): So war es.

Interview with A, Lines: 391-518

(MA): Aber auf Grund von Mathe haben sie sie dann in den Bildungsgang Lernförderung getan. I (1): Hm.. (MA): So, und da ging das Dilemma, nahm es seinen Lauf. I(1):Hm.. (MA): Ja so, und aus diesem Bildungsgang Lernförderung habe ich sie nie mehr rausbekommen. In der fünften Klasse war dann die große Chance, die man mir sagte damals mit dieser Inklusion und Schulversuch und alles toll. I(1): Hm.. (MA): Und endlich Noten, weil ab der dritten Klasse oder erste, zwei Klasse X-Schule hatte auch keine Noten gehabt. I (1): Hm.. (MA): Ab dritte Klasse hat sie dann keine Noten bekommen, wobei sie gerne zum Beispiel gerne in Sachkunde Vorträge, I(1): Hm.. (MA): alles was sie gemacht haben, hätte sie auch Einsen bekommen. I(1): Hm, hm. (MA): Hat sie aber nicht. Sie hat dann eben einfach auch für gute Sachen nichts mehr bekommen. Das war sehr traurig. I(1): Du warst dann insgesamt. (MA): Notenbefreit. I(1): Ah. Ja. (MA): Und das ist auch schlecht. I(1): Und das ist auch dann nicht die Idee von Inklusion eigentlich. Na. Also, eigentlich heißt es ja, dass man nur an der Schwäche stärker arbeitet (MA): Hm, I(1): Und dann die ganzen Stärken weiter fördert, sozusagen. (MA): Ja, das ging dann ab der fünften Klasse. I (1): Ja. (MA): Da war sie ganz glücklich, endlich Noten zu bekommen, I (1): Hm. (MA): Wie alle anderen auch und auch ein Zeugnis zu bekommen. Ein ganz normales Zeugnis, I (1): Hm.. (MA): weil das andere Zeugnis hat sie sich niemanden getraut zu zeigen. I (1): Hm.. (MA): Weil da groß draufsteht „Bildungsgang Lernförderung“. I (1): Hm.. (MA): Ja, das will man eigentlich nicht zeigen. Das sieht ja jeder. Ja, und aber jetzt hat sie wieder so ein tolles Zeugnis bekommen in der neunten Klasse, Bildungsgang Lernförderung. Da war eigentlich ganz begeistert. Es geht eigentlich im Rahmen der Inklusion eigentlich nicht. I(1): Nee, nein. (MA): Ja, aber sie hat es bekommen. I (1): Hm.. (MA): Es ist also, ich bin ganz böse. (...). Und das wollte ich noch sagen, in dem Schulversuch in der fünften Klasse, also ab fünfte Klasse, wurde mir gesagt, genau sowie an den Förderschulen, dass die Kinder oder die Schüler nach zehn Schulbesuchsjahren einen Hauptschulabschluss bekommen. I(1): Hm.. (MA): Wurde mir gesagt. I (1): Hm.. (MA): Und deswegen war ich ganz erleichtert und habe ich mich darauf eingelassen und dachte das ist ja alles ganz wunderbar. Lief auch am Anfang ganz gut, also das einzige, was mich halt immer geärgert hat, war, dass viele Lehrer einfach nichts von ihr abverlangt haben [...]. I(1): Hm.. (MA): Sie hat also wenn sie nichts gemacht hat trotzdem keine schlechte Note bekommen. I(1): Hm.. (MA): Was dazu geführt hat, dass sie überhaupt nichts mehr gemacht hat. I (1): Ja, ja, klar. (MA): Ich rede vor Wände. Ich bin eine böse Mutter, die sie quält. I(1): Hm.. (MA): Weil ich immer, ich will immer, dass sie macht. I(1): Hm.. (MA): Und sie sagt immer „Ich habe keine Lust“, weil es passiert ihr ja nichts. Also im Prinzip hat die Schule die (A)(A) versaut. I(1): Hm.. (MA): Also von der Lerneinstellung, I(1): Hm.. (MA): Weil Mathe und Verstehen und Denken ist ja die eine Seite, I(1): Hm.. (MA): Aber die andere Seite ist Auswendiglernen, und Auswendiglernen kann (A), (A) aber sie will nicht. I(1): Hm.. (MA): Weil es ja keiner abverlangt von ihr, I (1): Hm.. (MA): Und da darüber ärgere ich mich sehr. I (1): Ja, klar. Es gibt dann immer wieder (unv.) (MA): Weil das ist ja auch eine Trainingsfrage. I(1): Hm.. (MA): Das Lernen ist eine Trainingsfrage und es hat die ganzen Schuljahre niemand von ihr abverlangt, und ich kann mich natürlich zuhause auf den Kopf stellen, wenn es die Schule nicht abverlangt. I(1): Hm, und wie siehst Du das? Also, wenn Du jetzt in die neue Schule gehst? Meinst du, dieses Lernen, Lernen kannst du dir draufschaffen? (A): Ja. I(1): Schon. Also, du siehst irgendwie, wo würdest du denn sagen, also erlebst du das, dass du, wenn du Sachen lernen willst, dass du die auch lernen kannst. (A): (lacht).

Results of interview with ‘A’ also documented the influence of *special education labeling*. According to the mother of the student (A), another mistake done by the school X is that in every class, in every school-grade, and whenever new teachers came to the school X, the school-staff introduced (A) directly as a child with learning difficulties and disabilities (LDs.). Doing this evoked teachers’ negative attitudes toward student ‘A’ as a disabled student and *lowered their expectations* with regard to her potential to accomplish school and academic tasks. Such negative attitudes

and low expectations, in turn, led to a high level of teachers' mistreatment and influenced the *curricular and instructional opportunities* these teachers gave to the student (A) as they did not interact cognitively activating enough with A. Academic tasks that teachers of the school X asked (A) to perform were further very simple and not challenging.

See interview with A Lines: 681-707

(MA): Und also, es war nämlich so: Wenn sie in die fünfte Klasse oder überhaupt, wenn ein Lehrer neu da war, dann wurde praktisch die (A) übergeben als Lernförderkind. I (1): Hm.. (MA): Ja, sie hatte gar keine, niemals eine Chance, I (1): Hm. (MA): Weil in den, sofort für die Lehrer war klar: Das Kind ist lernbehindert. I(1): Hm.. ja. (MA): Und dann war immer nur die Reaktion „Ach sie sieht ja gar nicht so aus“, ja. I(1): Hm.. (MA): Und sie haben sie sofort so behandelt. I(1): Hm.. (MA): Und natürlich ist ganz psychologisch ganz normal, dass man sich so gibt, wie man gesehen wird. I (1): Hm.. ja, ja. (MA): Deswegen hatte sie niemals eine Chance. I (1): Hm.. (MA): Ich bin vor Wände gelaufen. Ich habe jedes Jahr dort gesessen. Ich habe Gespräche geführt. Ich habe keine Kraft mehr gehabt. I (1): Hm.. (MA): Es ist einfach schlimm gewesen. Ja, ich habe gesehen, die Lehrer (lacht), die haben ja gar nicht wirklich. Also, ich habe dann mal andere gebeten, doch mal die Arbeiten zu kopieren. I (1): Hm.. (MA): Die haben ja gesagt, sie würde ja immer leichtere Arbeit schreiben. Stimmt ja gar nicht. Sie hat es ja gesehen. Also, am Ende dann schon, ja. I (1): Hm..

See interview with A Lines: 711-724

(MA): Aber andere Lehrer, so Fachlehrer, die haben das gar nicht gemacht. I (1): Hm.. (MA): Die haben einfach das alles mitgeschrieben, und wenn sie dann gemerkt haben „Ach ja, das war ganz schlecht“, dann haben sie einfach eine Aufgabe rausgenommen. I (1): Hm.. (MA): Und das, was ich gesehen hatte, was sie so mit den anderen mitgeschrieben hatte, da waren andere noch viel schlechter teilweise. I (1): Hm.. hm. (MA): Oder genauso und die hatten eben nicht diesen Bildungsgang Lernförderung. I (1): Ja, ja, (MA): Und das ist nämlich der Unterschied im Bildungsgang Lernförderung es ist völlig egal, wie sie abschneidet und wie sie durchkommt. I (1): Hm..

See interview with A Lines: 773- 790

(MA): In den Köpfen von den Lehrern ist das drin, ja alle denken „Naja, die ist behindert, da wollen wir es leicht machen“ und alles. I(1): Hm.. (MA): Es ist einfach grauenvoll, was wir erlebt haben in den ganzen Jahren. I (1): Hm.. (MA): Ja, deswegen. Also positiv sehe ich nur (lacht) das Soziale. I (1): Hm.. (MA): Das kriegt einen großen Pluspunkt, aber das ist auch der einzige Vorteil. I (1): Hm.. (MA): Alles andere bleibt auf der Strecke. I(1): Hm.. (MA): Die Lehrer können das nicht schaffen, die können das nicht leisten an der normalen Schulen mit so wenig Personal. Also wenn Inklusion, I(1): Hm.. (MA): müsste es mehr wesentlich mehr Personal geben. I(1): Hm.. (MA): Und es müsste in der Klasse noch jemand sein. I (1): Hm..

The following lines refer to one basic challenge that confronted student 'A' in her inclusive school and that influenced her school engagement and transition from school to work negatively. This challenge is the *lack of qualified teachers* who are able to teach 'A' the school curriculum needed to enable her to succeed academically and to achieve effective transition. The teachers were not prepared to *offer or prepare individual tasks* for the two students labeled disabled. They were treated the same although they had different educational needs according to the different severity of

cognitive impairments. This could be realized in an inclusive class setting when the teachers prepare individual tasks for every student.

See interview with A Lines: 366-386

(MA): Weil das ein Lehrer in einer Schule nicht schaffen kann. I (1): Hm.. (MA): Die Inklusion wieder. Es ist nicht schaffbar. Also ich kann es nicht mal den Lehrern vorwerfen. I (1): Hm.. (MA): Sie schaffen es nicht, wenn sie da 20 bis 30 Kinder und ich weiß nicht wie viel es jetzt in der Grundschule sind haben und haben viele Erstklässler, die erst die Buchstaben kennenlernen müssen. Da müsste sich ja im Prinzip jemand daneben setzen I (1): Hm.. (MA): Und bei ihr weiter machen, wo sie steht. Wie soll das funktionieren? I (1): Hm.. (MA): Aber sie saß. Dann hätte sie in Unterricht in der Klasse zwei mitsitzen müssen und in der Freiarbeit zum Beispiel Aufgaben bekommen müssen, I (1): Hm.. (MA): Die weitergehen und das ist aber nicht passiert. I (1): Hm.. (MA): Sodass sie also dann noch ein Jahr versäumt hat und hat dann natürlich ... Also hat zweimal die erste Klasse gemacht und hat dann in dem zweiten Jahr den Zahlenraum bis 100 nicht geschafft, weil sie eine Rechenschwäche hat. I (1): Hm..

See interview with A Lines: 773- 794

(MA): In den Köpfen von den Lehrern ist das drin, ja alle denken „Naja, die ist behindert, da wollen wir es leicht machen“ und alles. I (1): Hm.. (MA): Es ist einfach grauenvoll, was wir erlebt haben in den ganzen Jahren. I (1): Hm.. (MA): Ja, deswegen. Also positiv sehe ich nur (lacht) das Soziale. I (1): Hm.. (MA): Das kriegt einen großen Pluspunkt, aber das ist auch der einzige Vorteil. I (1): Hm.. (MA): Alles andere bleibt auf der Strecke. I (1): Hm.. (MA): Die Lehrer können das nicht schaffen, die können das nicht leisten an der normalen Schulen mit so wenig Personal. Also wenn Inklusion, I (1): Hm.. (MA): müsste es mehr wesentlich mehr Personal geben. I (1): Hm.. (MA): Und es müsste in der Klasse noch jemand sein. I (1): Hm.. (MA): Der für diese Kinder da ist, und zwar immer da ist. I (1): Hm.. (MA): in jedem Fach und nicht nur einmal die Woche eine Stunde. Das kann nicht funktionieren.

See interview with A Lines: 875- 951

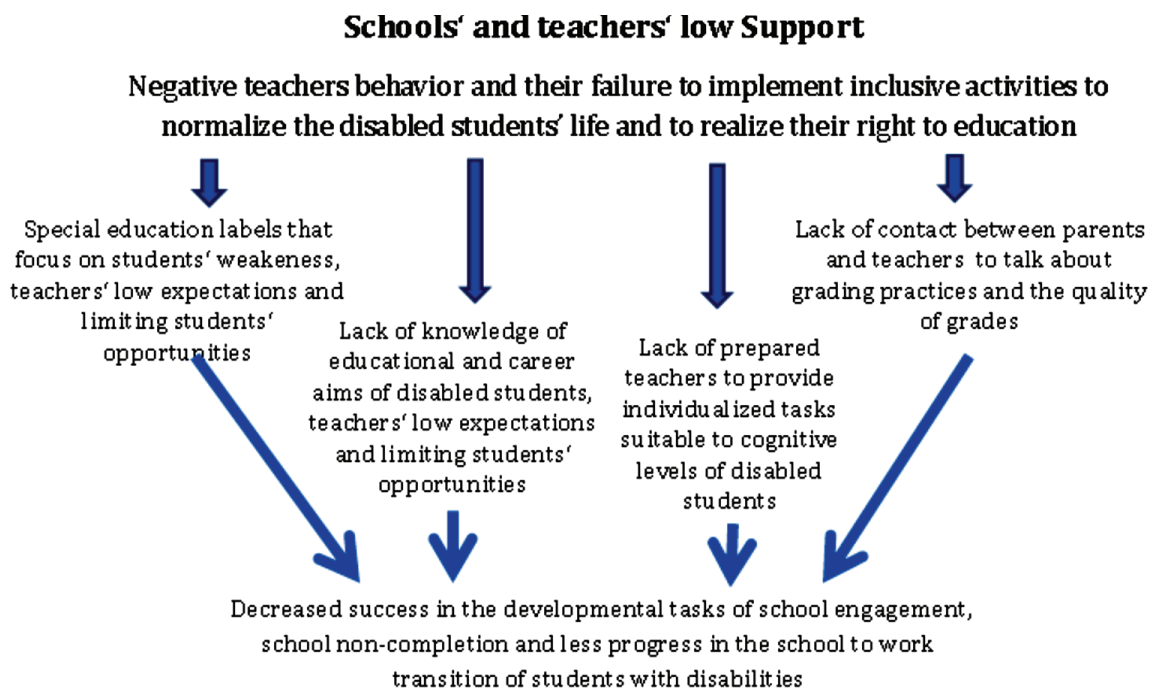
(MA): Ach ja, da kann ich ein gutes Beispiel erzählen. In der vierten Klasse, also seit der zweiten Klasse haben sie mir erzählt, weil sie nun diese auditive Wahrnehmungsstörung hat mit den Zahlen und Kopfrechnen und alles schwierig, dass sie dann mit ihr schon eher die schriftlichen Rechenverfahren lernen. I (1): Hm. (MA): Und anwenden, weil alles was sie sieht, geht, ja. I (1): Hm. (MA): Das haben sie ja seit der zweiten Klasse und das kam aber nicht und kam nicht und kam nicht und in der vierten Klasse, dritte, vierte Klasse, war es denn regulär eigentlich dran. (A)(A) wurde in der dritten und vierten Klasse aus allen Deutsch- und Mathe Stunden herausgenommen. I (1): Hm. (MA): Aus allen. Sie hat also komplett ihren gesamten Unterricht verpasst. I (1): Hm.. Das ist eben auch keine Inklusion, ne. (MA): Das ist auch keine Inklusion und dann da gab es ganz viele Studien oder Freiarbeit, dann hätte man das in der Zeit machen müssen. I (1): Hm. (MA): Sie hat ihren gesamten Deutsch-, Matheunterricht verpasst und deswegen hat sie heute noch riesige Lücken, weil einfach diese ganzen Grundlagen fehlen. I (1): Hm. (MA): Grammatik, ja. Wir schreiben jetzt gerade in den Ferien jeden Tag einen Tagesbericht, I (1): Hm. (MA): Dass sie überhaupt so Aufsatz schreiben lernt, I (1): Hm. (MA): Weil natürlich haben sie sich jetzt hingestellt in der achten, neunten Klasse, sie könnte das ja gar nicht, aber sie hat doch die ganzen Grundlagen I (1): Ja, ja. (MA): Niemals gelernt. I (1): Hm. (MA): In Mathe, alles. Es hat sich alles orientiert an einem anderen behinderten Mädchen, die mit ihr zusammen rausgelöst wurde, I (1): Hm. (MA): Die konnte überhaupt nicht lesen und schreiben I (1): Hm. (MA): Und in diesem Tempo hat sich das dann alles an (A)(A) angepasst, I (1): Hm. (MA): Weil diese Lehrerin auch hoch motiviert war, hat die hat das aber auch nicht schaffen können. I (1): Hm. (MA): Wie soll man das alles schaffen, I (1): Hm. (MA): Wenn zwei so unterschiedliche Kinder zusammensitzen? I (1): Hm. (MA): Es ist nicht möglich. Und, wie gesagt, ich hatte eine Zusatzlehrerin zweimal die Woche, I (1): Hm. (MA): Wo die (A) nachmittags dann dorthin gegangen ist, das habe ich bezahlt und ich muss wirklich sagen: Alles was (A) gelernt

hat in der dritten und vierten Klasse hat sie von dieser Lehrerin gelernt. I (1): Hm. (MA): In der Schule hat sie nichts gelernt. I (1): Hm. (MA): Muss ich ganz knallhart so sagen. Ja ich habe das alles bezahlt, das, was sie gelernt hat. I (1): Hm. (MA): Und diese Zusatzlehrerin, die hat die (A), wie lange betreut: Acht Jahre, glaube ich? (A): Ja. (MA): Die hat zum Beispiel in der vierten Klasse innerhalb von zwei Wochen ihr alle schriftlichen Rechenverfahren beigebracht und die (A) konnte diese. I (1): Hm. (MA): Und darauf finde ich in der Schule die Reaktion dann „Ach was, das hätten wir jetzt aber nicht gedacht, dass sie das kann“. I (1): Also nicht abgefragt und nicht weitergemacht. (MA): Das ist so ein typischer Ausspruch, der sagt eigentlich alles aus, wie die ganze Schulzeit gelaufen ist. I (1): Hm. (MA): Sie haben ihr niemals etwas zugetraut und deswegen I (1): Hm. (MA): Konnte sie auch nichts lernen. I (1): Hm. (MA): Ja, in zwei Wochen, das schafft manch anderer Grundschüler nicht. I (1): Hm. (MA): Die ganzen schriftlichen Rechenverfahren und sie hat sie gekonnt und sie kann sie heute noch.

See interview with A, Lines: 1463-1483

I (1): Hm.. Hättest Du Dich denn oder hätten Sie die (A) auf eine Schule für Kinder mit Lernbehinderung gesehen, auf einer Sonderschule, nee. Also das habe ich eben auch den Eindruck, dass das eigentlich überhaupt nicht das Ziel. (MA): Also sozial hat es schon gepasst. I (1): Ja, ja. (MA): Und wenn das andere besser gelaufen wäre, wäre es ideal, ja. I (1): Ja. (MA): Aber es ist nicht ideal gelaufen. I (1): Ja, ja. (MA): Also da ist sehr großer Verbesserungsbedarf. I (1): Hm.. ja. (MA): Dann es könnte gut laufen, denke ich. I (1): Hm. (MA): Aber so, wie es im Moment läuft, ist es nicht gut. Es ist eher schlechter. I (1): Ja, also es geht vor allen Dingen um diese Benotungsgeschichte, dass man eben nicht so pauschal eingestuft wird sondern ganz individuell. (MA): Es muss ein ganz klarer Plan da sein. I (1): Hm. (MA): Und es muss mehr Leute da sein. I (1): Hm. (MA): Personal.

Figure (2.9.1): Failure of school context in normalizing life of the disabled students and to realize their right to education



Subcategory (2.9.2): Failure of school context to normalize the disabled students' life and to realize their right to access vocational training and to prepare for future career

Given that getting a regular high school degree is a very important condition to enter the school of social and health sciences which will prepare student A for her future career (i.e., social career), the failure of the school X accordingly seems to be the *inappropriate communication* about the school degree and the lowered achievement expectations. Such failure and mistakes, in turn, influenced A's study negatively, reduced her chances to succeed in school, and finally resulted in education-noncompletion.

All lines quoted from the interview with student 'A' and her mother to refer to the school and teachers' mistakes can be used to explain school's failure to realize right of student 'A' to prepare for future career.

Subcategory (2.9.3): Failure of school context to normalize the disabled students' life and to realize their right to be protected from discrimination

All interviews quotations used to refer to teachers' negative behaviors or their failure to implement inclusion, normalize life of disabled students and to realize their right to education, to access vocational training and to prepare for future right can be used to explain failure of context in protecting the students with disabilities from discrimination.

Report of female student with learning difficulties A and her mother

Results of interview with 'A' revealed that teachers in the school X failed in implementing inclusion and in normalizing life of their disabled students when they failed in protecting them from discrimination. Consistently, mother of the student A commented that, her daughter has been exposed to school-bullying and aggressive actions during the whole school years. She also maintained that no one of the teachers in the school X did anything to stop these negative actions and to establish an accepting pro-social class-climate which can allow students with disabilities to achieve and learn.

See interview with A Lines: 1347-1398

(MA): und (A) sollte einen Vortrag über die Flöte halten. Übrigens, das hast Du völlig unterschlagen, sie spielt nämlich auch Flöte seit vielen Jahren auch in Konzerten. I (1):

Querflöte? (A): Tenorflöte. (MA): Nein die Tenorflöte. Und sie hat einen Vortrag über Flöten gehalten, über Blockflöten. Power-Point-Präsentation, I (1): Hm. (MA): da habe ich natürlich mitgeholfen. I (1): Hm. (MA): Aber inhaltlich war alles da, I (1): Hm. (MA): Sie hat es zuhause eigentlich ordentlich vorgetragen, sie hat auch dazu noch ein Lied gespielt auf der Flöte.... Ja, und das kann nicht sein, dass sie den Vortrag anfängt, eine tosende Lautstärke in der Klasse ist, I (1): Hm. (MA): Sie ausgelacht wird. I (1): Hm. (MA): Ja, dadurch natürlich stockt, weil das Selbstbewusstsein I (1): Ja ja. (MA): ist nicht so stark, gerade wenn man solche Probleme hat. I (1): Hm. (MA): Und dann auf diesen Vortrag eine Vier bekommt. I (1): Hm. (MA): Also aber wie gesagt, ich hatte keine Kraft mehr. I (1): Hm. (MA): Am Ende, eigentlich hätte ich dort stehen müssen bei dieser Lehrerin. I (1): Hm. (MA): Ich hätte sie gerne gesprochen, was das sollte. Also, wenn sie nicht in der Lage dazu ist, für Ruhe zu sorgen, I (1): Hm. (MA): Dann muss sie mit (A) den Vortrag alleine woanders anhören. I (1): Ja. (MA): Das geht überhaupt gar nicht. I (1): Ja, ja.. Also und jetzt also diese Auslache. Also, das ist dann eine bestimmte Gruppe von Leuten? (A): Ja. I (1): Hm. (A): Einer fängt an und die anderen lachen mit. I (1): Hm. (MA): Und kein Lehrer konnte was dagegen tun. (A): Nee. I (1): Und deine Mitschüler, also deine Freundinnen, was sagen sie dann, wenn so ein Blödmann anfängt zu lachen? (A): Nichts (wundert). (MA): Nichts (bestätigt). I (1): Hm. Ja, also das ist natürlich, das macht dann auch keinen Spaß, oder? (A): Nee. I (1): Hm.. Und Du hast es trotzdem durchgehalten dahin zu gehen. Was hast Du dann gedacht, wenn die dann anfangen zu lachen? (MA): Na, dann hat sie halt gestockt, na. I (1): Hm. (MA): Dann ging halt nichts mehr, da kam die Blockade.

Report of male student with Down Syndrome B. and his mother

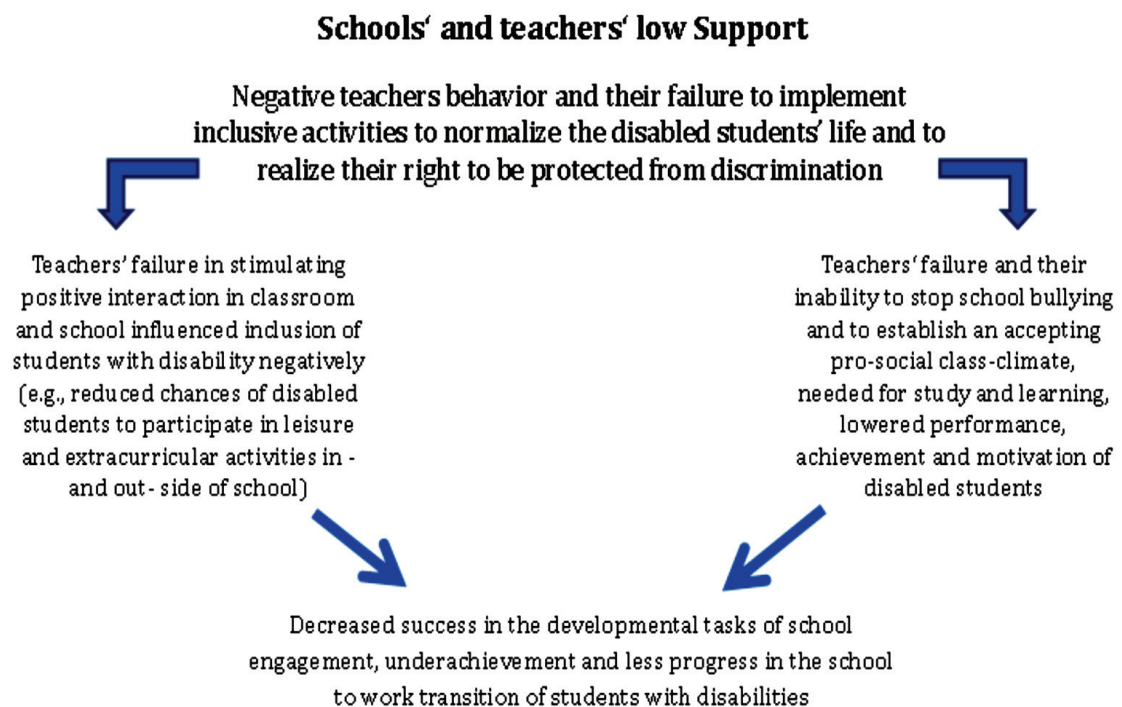
In the following lines mother of the student (B) explains that teachers' failure in stimulating positive interaction in classroom and school context can influence inclusion of students with disabilities negatively (e.g., reduce chances to participate in leisure and extracurricular activities in- as well as out- side of school). B's mother, in this term, referred to the major role of the teachers in stimulating such interaction and contact between the students with disabilities and their typically developed counterparts given that the nondisabled students do not tend automatically to integrate the disabled, particularly, during puberty age. In spite of attempts of families of children with disabilities to establish such contacts with families of nondisabled children, such kinds of contact are actually very rarely mutual.

See interview with B, Lines: 2110- 2187

(MB): Und in der XY Schule mit den anderen Schülern, gut da sind im Grunde auch Lehrer gefragt, ne. Also, da finde ich in inklusiven Schulen oder in Integrationsschulen. Lehrer haben eben für mich nicht nur die Aufgabe, Wissen zu vermitteln. (I): Richtig, das haben wir auch festgestellt. (MB): Ja. (I): Wir haben schon ein Parallelinterview auch geführt von der Schule, die also theoretisch Inklusion super macht. (MB): Ja, ja.. (I): Aber, wo ist dann diese Beziehung zwischen den Schülern, die müssen auch geregelt werden so ein bisschen, (MB): Ja, ja. (I): Durch die erwachsenen Lehrer. (MB): Ja, ja.. (I): Weil da eben auch solche Ausgrenzungen und hässliche Worte. (MB): Ja, ja. (I): Und sich lustig machen usw. Passiert. (MB): Ja, ja. (I): Und wenn die da nicht eingreifen, dann bekommt das einen Selbstlauf, ne. (MB): Ja, die müssen einfach, die müssen, ich sage mal so eine Art, müssen gucken, dass sie vielleicht schauen, wo könnte das vielleicht passen, wo sind zwei, drei Leute, die als Schülergruppe auch mal sagen, wir gehen heute Abend Disko. (I): Hm. (MB):. Und wir nehmen (B) mit. (I): Hm, hm. (MB): Oder wir gehen zusammen ins Kino und wir nehmen (B) mit. (I): Hm, hm. (MB): Das ist halt nicht

gelungen. (I): Hm, hm. (MB): Oder in der Grundschulzeit, wenn er Kindergeburtstag hatte, (I): Hm. (MB): dann kamen die immer super natürlich. (I): Hm. (MB): Alle, die kamen super gerne hier hin, (I): Hm. (MB): Die haben sich auch toll hier wohlgefühlt. (I): Hm. (MB): Das war immer klasse, ne. Aber dass er umgekehrt eingeladen wurde, (I): Hm. (MB): Das ist nur bei einem Schüler passiert.. (I): Hm. (MB): Und der dir heute auch noch zum Geburtstag gratuliert. Aber, das war eben nee, da haben sie dann eben alle den Mut nicht dazu. (I): Hm. (MB): Das ist auch in der XY-Schule nicht passiert, ne. Das war dann eben N, die, da haben wir bis heute auch Kontakt. (I): Hm. (HB): Aber das ist eben, ja, das ist halt das, was in inklusiven Schulen, da muss die Lehrerschaft gucken, wie sie das hinkriegt, dass sie in der Klasse das organisiert, dass sie in der Freizeit. (I): Hm. (MB): auch mal was zusammen unternehmen. Und darüber können dann eben auch Freundschaften wachsen und da kann es durchaus sein, dass auch zwischen nicht behinderten und behinderten Mitschülern dann Freundschaften durchaus entstehen. Also, hier die Geschäftsführung vom Arbeitskreis Down-Syndrom, die hatten auch einen erwachsenen Sohn mit Down-Syndrom, der ist jetzt Ende zwanzig und der trifft sich immer noch zwei, drei Mal im Jahr. (I): Hm. (MB): Mit zwei Mitschülerinnen (I): Hm, Hm. (MB): Aus seiner Gesamtschulzeit. (...) Das ist immer noch bis heute. (I): Hm. (MB): Und die treffen sich immer noch (I): Hm. (MB): und das hat da zum Beispiel gut geklappt. Und das ist aber bei (B) (I): Hm. (MB): Nicht passiert, ne. Und das müssen wir natürlich jetzt auch, für uns steht jetzt im Prinzip an jetzt zu gucken, wie kann es nach der Schule weitergehen. Und vor allen Dingen dann auch, was können wir im Freizeitbereich anbieten, wie können wir da ein Umfeld schaffen, dass er auch in der Freizeit soziale Kontakte (I): Hm. (MB): über das Elternhaus hinaus bekommt. Das ist bisher noch nicht so, bis auf private Treffen mit N jetzt (I): Hm. (MB): gelungen. Da müssen wir noch (I): Hm. (MB): nach Wegen suchen [..].

Figure (2.9.3): Failure of school context to normalize the disabled students' life and to realize their right to be protected from discrimination



(3) How important is the students' social integration into the classroom for the transition from school to further education or work among students with disabilities?

Literature used in the current research work confirms importance of social integration with the peer group for achieving developmental tasks of school engagement (e.g., Helms, 1996; Pfeiffer and Piquart, 2011; Zablocki, 2009) and career preparation (Christ, 2003; Hua, 2002; Hudson et al., 1988) and thus to make the successful transition from school to further education and work.

The current research question has been only studied by focusing on importance of the social integration on the developmental tasks of school engagement given that engaging highly in schools is very important for achieving the school to work transition as the literature review cited (Reschly & Christenson, 2012; Zablocki, 2009). Accordingly, the following main category has been defined to answer this research question:

Category 3.1: Social integration with peers and success in developmental tasks of school engagement

Results of the interviews provided evidence regarding the influence of low vs. high level of social integration with peer on multiple dimensions of school engagement. These dimensions are (1) students' feeling of attachment to peers/classmates, teachers, and school staff in schools, (2) students' satisfaction with school and education (i.e., The emotional dimension of school engagement) (e.g., Zablocki, 2009), (3) School attendance, high involvement in school work, doing homework, participation in extracurricular activities, (i.e., The behavioral dimension of school engagement) (Fredricks, Blumenfeld & Paris, 2004) and (4) Students' motivation, investment in study and learning, intrinsic desire to learn and master school subjects, (Fredricks, Blumenfeld & Paris, 2004) and students' academic and career plans and aspirations, and expectations (i.e., The cognitive dimension of school engagement). Accordingly, the **main-category 3.1** entailed also the following subcategories:

Subcategory 3.1.1: Students' feeling of attachment to peers/classmates, teachers, and school staff in schools.

Results from the qualitative interviews showed that educating the disabled students in the inclusive schools allowed them to build and maintain positive relations with other students and classmates. Such relations, however, were very important for the psychological health of the students and increased school liking.

Report of female student with learning difficulties A and her mother

Mother of student 'A' explained that meeting friends is the only reason that motivates her daughter 'A' to attend school.

See interview with A Lines: 36- 43

(A): Und fahre gerne Fahrrad, treffe mich mit Freunden, ja. I(1): Also bist Du so ein sportlicher Typ. Sportlich interessiert und so. (A): Ja. I(1): Und Schule, macht dir Schule Spaß? (A): Ja. Manchmal. (lacht) I (1): Ok. (MA): Alles, was nicht mit Lernen zu tun hat. Die Freunde in der Schule machen Spaß, nicht? (...)

As the lines below show, educating A in an inclusive school setting provided her with chances to build friendships with an exceptional female student who does not have disabilities.

See interview with A Lines: 1399- 1420

I(1): Hm, aber also vorhin wir haben so ja angefangen deine Mutter hat gesagt, Du hast eigentlich ganz gute Freundinnen und Du gehst zur Schule, weil da die Leute sind. Oder es ist dann doch nicht so? (A): Ja. (MA): Doch, es sind ein paar sehr nette Mädchen dabei. I (1): Hm. (MA): Sehr, sehr nette Mädchen. I (1): Hm. (fragte das Kind) Hm, oder? (A): Ja. (MA): Eine ist erst dazu gekommen, XX. (A): Siebte. (MA): Siebte Klasse, ist ihre beste Freundin. I (1): Hm. (MA): Die sehr, sehr gut ist in der Schule. Ist glaube ich die Klassenbeste, oder? (A): Ja. I (1): Also, das heißt, sie geht jetzt auch noch weiter. (MA): Ja, sie macht Abitur. I (1): Hm. (MA): Und trotzdem verstehen sie sich super. I (1): Ja, ich meine Freundinnen kriegz man ja auch nicht nur wegen der Leistung. Sondern eben, wenn man ein toller Mensch ist. (MA): (eingerstanden): Hm.

As the lines below show, ability to build and maintain relation with others allowed student A to know further friends out of school with whom she could also discuss future plans. Meaning that, educating the disabled students in an inclusive school setting can promote their ability to build and maintain relations with others in and out of school.

See interview with A Lines: 1734- 1741

I (1): Und wann haben Sie diese Schule für Soziales kennengelernt? Also wann war das so eine Option, für die, die sich eröffnet hat? (MA): Ja, eigentlich, die hat sich eröffnet ganz speziell vor zwei Jahren im Schwimmtrainingslager. I (1): Hm.. Ja das sind manchmal so Zufälle, ne. Dass

man irgendjemanden kennenlernt. (MA): Eine Schwimmgfreundin, mit der sich (A)(A) sehr gut versteht, I (1): Hm.

Report of male student with Down Syndrome B. and his mother

As the below lines quoted from the interview with B and his mother show, student B is enjoying positive relations with classmates in school context.

See interview with B, Lines: 229 - 253

(I): Ja, und du bist jetzt auf der Schule A seit 20xx. Also seit zwei Jahren. (B): Ja. (MB): Im zweiten Schuljahr. (I): Ah. Du bist jetzt im zweiten Schuljahr. (MB): In seinem zwölften Schulbesuchsjahr. (B): Zwölf... Versuch... danach habe ich fünf Fünf. Dann habe ich... E getroffen... (MB): E. (B): Und ich habe den F gesehen. (MB): Den F gesehen und E getroffen. Wer ist denn E? Wer ist E??? (B): Das ist meine.. (MB): Deine (B): Freundin. (MB): Deine Freundin. (I): Wir haben schon ein Bild von N, genau. (MB): Deine Freundin. Die hat, (B), zeigst du mal die Karte, die dort? (B): mal Bitte. (MB): Zeig die mal nochmal, die waren (unv.) (I): Ok. (MB): Machst du mal nachher. Sie hat eine ganz süße Karte geschrieben. (B): Ja. (MB): Aus dem Urlaub. (B): Ja. Urlaub. (I): Ah. N ist im Urlaub? (B): Ja. (I): Ah die hat es ja gut. (...).

Subcategory 3.1.2: Students' satisfaction with school and education

Neither student A nor her mother was satisfied with social curriculum followed by teacher in X school to regulate social interaction with peer group in the classroom.

See subcategory (3.1.4) Students' motivation, investment in study and learning, intrinsic desire to learn and master school subjects, and students' academic and career plans and aspirations, and expectations.

Similarly mother of child B highlighted importance of teachers' role in increasing positive interaction with peer group in inclusive school setting. *See subcategory 3.1.3: School attendance, high involvement in school work, doing homework, participation in extracurricular activities.*

Subcategory 3.1.3: School attendance, high involvement in school work, doing homework, participation in extracurricular activities

Report of male student with Down syndrome B and his mother

In the following lines quoted from the interview with B and his mother, mother of the student B talked about the social integration in the classroom. She said that especially in puberty adolescents need friends who are similar to them. Presence of such friends is very important for the disabled students like B as it provides them with opportunities to participate in leisure activities and can thus decrease exclusion that these students with disabilities will experience when they did not enjoy acceptance by others. In this term, mother of B also said that for B, presence of

some friends (e.g., his girl friend 'N' and other classmate "T") in his class was a big advantage.

See interview with B Lines: 2042- 2096

(I): Und so die schwierige Zeit der Pubertät? (MB): Das war es halt super, dass er N gehabt hat. (I): Hm. (MB): Das war einfach so. (I): Hm. (MB): Das muss ich sagen. (I): Hm. (MB): Also eine Einzelintegration, die es ja sonst gewesen wäre, (I): Hm. (MB): ist in der Pubertät schlecht, also ungünstig. (I): Hm. Also nur vom Sozialen im Grunde, ne. (MB): Ja. (I): Weil, weil dann eben so diese. (MB): Ja, es ist einfach so. Man muss sagen, jeder Mensch, wenn eine Freundschaft begründet, wenn er eine Partnerschaft begründet. Das ist einfach Fakt. Braucht dann schon einen Partner auf seinem geistigen Level, (I): Hm. (MB): Mit dem er sich austauschen kann. (I): Hm. (MB): Und da sind jetzt Dreizehn- und Vierzehn- und Fünfzehn und Sechzehnjährige, die sich jetzt, die auch jetzt das andere Geschlecht entdecken und die Disko. (I): Hm. (MB): Und so weiter. Die haben jetzt nicht den Nerv, sich da. (I): Hm. (MB): Auf sein Niveau (I): Hm. (MB): herabzubeben. Und da war es natürlich super, dass es N gab. (I): Hm, hm. (MB): Und die sich ja vom ersten Tag auch gut verstanden haben, (B) und N. Da hatten die sich (I): Hm. (MB): Und das, was sie bei anderen gesehen haben, so das erste (I): Hm. (MB): Anknüpfen von Freundschaften, (I): Hm. (MB): Hatten sie eben auch. (I): Hm, hm. (MB): Und das war gut. Das muss einfach. In der Grundschule ist Einzelintegration überhaupt kein Problem, (I): Hm. (MB): es wird dann eben fünfte, sechste, siebte Klasse auch noch nicht, es wird dann eben wenn die in diese Pubertätsjahre kommen. (I): Hm. (MB): die Teeniesjahre, wenn man dann das andere Geschlecht, so die Abnabelung (I): Hm. (MB): vom Elternhaus und so langsam anfängt. Dann ist es schon gut, dass sie wen haben, der auf ihrem (I): Hm. (MB): eigenen Niveau (I): Hm. (MB): Tickt. Und dadurch hat es, war es für ihn auch immer insgesamt so stimmig. Und das hat er ja jetzt auch, N ist nicht da, aber es ist eine andere Schülerin, T, (I1): T. (MB): Die auch Down-Syndrom hat jetzt drin, mit der er sich auch sehr gut versteht.

Mother of student B makes clear that she thinks that peer integration is very important for psychological health of the adolescents. For instance, presence of the positive peer group is very necessary for school attendance and leisure activities. However, she is against the single inclusion, particularly in the secondary school. For B it was very important to build and maintain a relation with another student with disabilities. This friendship could increase his inclusion in leisure activities during as well as after the school period.

See interview B Lines: 2099- 2109

(MB): Und das ist wichtig. Also, Sie brauchen auch Partner auf ihrem Level. Brauchen sie einfach und das werden natürlich jetzt im Erwachsenenalter umso mehr brauchen. Und das muss auf jeden Fall noch wesentlich besser (unv.). (I): Hm. (MB): In der Freizeit, im auch jetzt, ich meine das Probleme ist jetzt natürlich schon so. Durch den weiten Schulweg, durch, es ist nachmittags im Prinzip nicht so viel Zeit. (I): Hm, hm.. (MB): Und wir müssen schon immer gucken, dass wir es hinkriegen, dass wir uns mit N treffen, weil die Zeit eben immer knapp ist, ne. Das ist halt so. (I): Hm.

Mother of the student B also explains importance of integration with the peer group in inclusive school setting for promoting participation of the disabled students in leisure and extracurricular activities in- as well as out- side of school. **Turn to**

subcategory (2.9.3): Failure of school context in normalizing life of the disabled students and to realize their right to be protected from discrimination, See interview with B, Lines 2134- 2211.

Subcategory 3.1.4: Students' motivation, investment in study and learning, intrinsic desire to learn and master school subjects, and students' academic and career plans, aspirations and expectations

Report of female student with learning difficulties and her mother

Despite presence of some positive classmates and friends in the school X, student A has been unfortunately also exposed to discriminative treatment and school bullying by some aggressive classmates during the whole school years. Such negative experiences influenced her perceptions about her relation and attachment to her school teachers and positive peers given that no one of them tried to intervene to stop the violent acts that targeted her.

See interview with A Lines: 1347-1398

(MA): und (A) sollte einen Vortrag über die Flöte halten. Übrigens, das hast Du völlig unterschlagen, sie spielt nämlich auch Flöte seit vielen Jahren auch in Konzerten. I (1): Querflöte? (A): Tenorflöte. (MA): Nein die Tenorflöte. Und sie hat einen Vortrag über Flöten gehalten, über Blockflöten. Power-Point-Präsentation, I (1): Hm. (MA): da habe ich natürlich mitgeholfen. I (1): Hm. (MA): Aber inhaltlich war alles da, I (1): Hm. (MA): Sie hat es zuhause eigentlich ordentlich vorgetragen, sie hat auch dazu noch ein Lied gespielt auf der Flöte.... Ja, und das kann nicht sein, dass sie den Vortrag anfängt, eine tosende Lautstärke in der Klasse ist, I (1): Hm. (MA): Sie ausgelacht wird. I (1): Hm. (MA): Ja, dadurch natürlich stockt, weil das Selbstbewusstsein I (1): Ja ja. (MA): ist nicht so stark, gerade wenn man solche Probleme hat. I (1): Hm. (MA): Und dann auf diesen Vortrag eine Vier bekommt. I (1): Hm. (MA): Also aber wie gesagt, ich hatte keine Kraft mehr. I (1): Hm. (MA): Am Ende, eigentlich hätte ich dort stehen müssen bei dieser Lehrerin. I (1): Hm. (MA): Ich hätte sie gerne gesprochen, was das sollte. Also, wenn sie nicht in der Lage dazu ist, für Ruhe zu sorgen, I (1): Hm. (MA): Dann muss sie mit (A) den Vortrag alleine woanders anhören. I (1): Ja. (MA): Das geht überhaupt gar nicht. I(1): Ja, ja.. Also und jetzt also diese Auslache. Also, das ist dann eine bestimmte Gruppe von Leuten? (A): Ja. I (1): Hm. (A): Einer fängt an und die anderen lachen mit. I (1): Hm. (MA): Und kein Lehrer konnte was dagegen tun. (A): Nee. I (1): Und deine Mitschüler, also deine Freundinnen, was sagen sie dann, wenn so ein Blödmann anfängt zu lachen? (A): Nichts (wundert). (MA): Nichts (bestätigt). I (1): Hm. Ja, also das ist natürlich, das macht dann auch keinen Spaß, oder? (A): Nee. I (1): Hm.. Und Du hast es trotzdem durchgehalten dahin zu gehen. Was hast Du dann gedacht, wenn die dann anfangen zu lachen? (A): Na, dann hat sie halt gestockt, na. I (1): Hm. (MA): Dann ging halt nichts mehr, da kam die Blockade.

Reports of teachers in inclusive school X

Teacher of special education in the interview 1 also explained how negative context that neglects the disabled students can negatively influence chances that these students can benefit from participation in the internships of vocational training. In this term, the teachers said that the mentally disabled student XY was not integrated

during an internship because the company did not interact directly, did not show any kind of interest in the child's case, did not provide any influential feedback regarding the child performance, and let the personal assistant guide the boy.

See interview with teachers from school X, Lines: 383-435

T (2): Die XY kann schon auch unterentscheiden, dass möchte ich nicht machen. Später, zum Beispiel, der war mal drei Wochen bei (Book?) in der Gärtnerei, oder zwei Wochen, und da war absolute Hitze und auch meines Erachtens haben sie sich ja darauf verlassen, dass der Schulbegleiter den Jungen betreut. I(1): Hm. T(2): Und haben wenig den Jungen instruiert und auch wenig rückgemeldet "das hast du gut gemacht oder hier das musst du noch mal so machen". I(1): Genau. T(2): Sondern sie haben das alles dem Schulbegleiter überlassen und das war nicht schön. Dann kann man den auch schlecht motivieren und war so ein bisschen wieder so verschult. I (1): Ja. T(2): Es war nicht ein wirklicher Arbeitsplatz. T(1): Genau. T(2): Oder ein Probearbeit. T(1): Es funktioniert nur, wenn die Betriebe Plätze frei stellen, wo das Kind integriert ist in Arbeitsablauf, und die Betriebe jemanden haben, der das Kind mit uns. I(1): Ja, T(1): Unterstützt und betreut. Der Schulbegleiter kann es so nicht. Der kann beaufsichtigen. Er kann als Aufsicht sein und kann auch sagen, wenn die Situation vielleicht also aus irgendeiner Grund eskalieren sollte eingreifen. Aber er kann dort nicht ... I(1): Ja aber schon in die Mittagspause gehen oder Kaffee trinken oder irgendwas? T(1): Dafür ist ja der Schulbegleiter mit da. Aber. I(1): Genau, das denke ich, es sollte wirklich so ein betrieblicher [...] T(1): Es sollte die Integration, also versuchte Integration sein. I(1): Ja, ja. T(1): Und wenn das nicht passiert, I(1): Ja, ja. T(1): Macht es ja kein Sinn. I(1): Ja. T (1): Für das Kind nicht und das Kind ist immer ein Kind. Es wird auch da sich versuchen abzuducken. I (1): Ja. T(2): Ja ja. So es ist auch. T(1): Der braucht auch eine Rückmeldung vom wirklichen Gärtner und nicht von seinem Schulbegleiter. T(2): Nicht von seinem Schulbegleiter. I(1): Ganz genau. T(1): Sollen ja raus in die Welt und sollen nicht wieder nur den haben, den sie immer haben, wo sie immer waren. Schön oder nicht schön. I(1): Ja, ja, genau T(2): Da müssten wir dann vielleicht auch noch besser hingucken. Ich habe mich natürlich auf die Eltern verlassen, die sagen Herr XY und Herr XY hat eigentlich selber in der Familie ein behindertes Kind, so dass sie eigentlich mit der Thematik vertraut sind und die haben auch immer Leute die, na ja wie soll ich sagen, nicht ganz so fit sind und dort mitarbeiten. Deshalb habe ich auch gedacht, dass funktioniert dort. I(1): Hm. I (1): Hm. T (2): Mir hat es nicht gefallen und XY auch nicht. Und jetzt hat er Gärtner abgewählt. I (1): Ha.

Figure (3.1.a) Impact of high social integration

Importance of social integration of the disabled students in the classroom

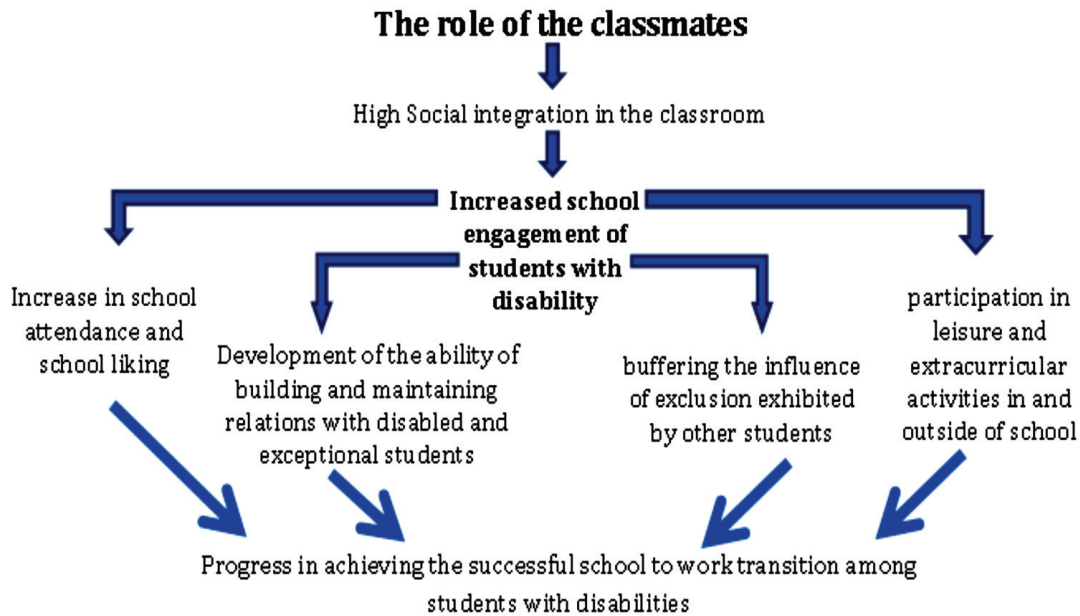
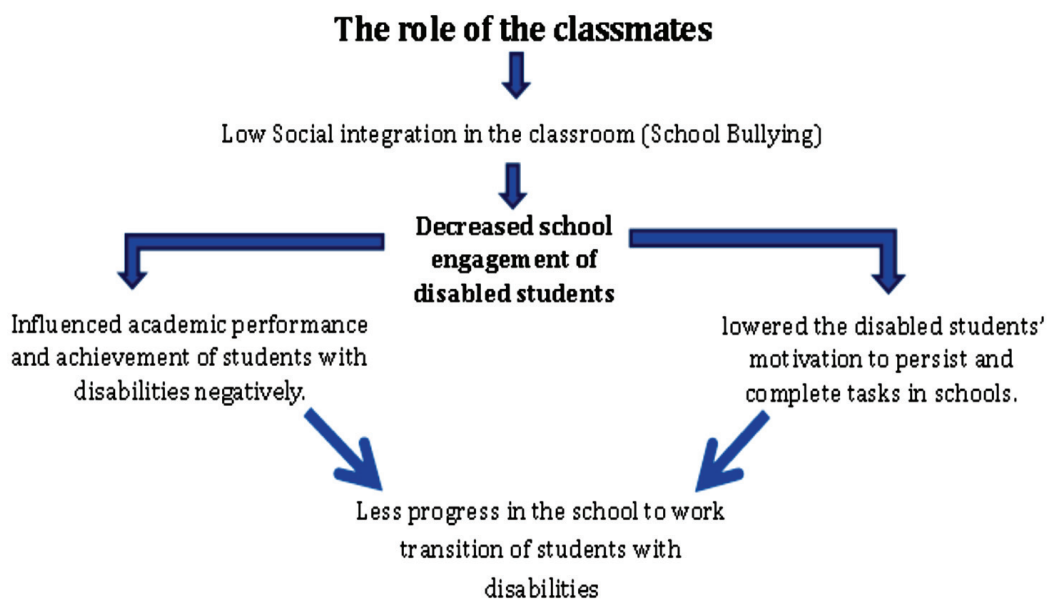


Figure (3.1.b) Impact of low social integration

Importance of social integration of the disabled students in the classroom



10. DISCUSSION

In 2009, the United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006) was ratified in Germany. However, before this ratification some federal states in Germany already had school laws, which allowed children with disabilities to be included in regular schools. For instance, in Thuringia a respective paragraph was integrated into the existing law for special schools (Förderschulgesetz) in 2003 (ThürFSG, 2003, §1 Abs.2). This paragraph, specifically, said that children with disabilities had the right to receive schooling in regular schools, and this was the first school they should approach. Only if there are a lot of barriers to inclusive schooling, students with disabilities should, then, go to special schools. This constitutes the legal framework for the current dissertation thesis.

From about 2003 on, parents of children with disabilities wanted their children to be educated in regular schools ("Gemeinsamer Unterricht"). Meanwhile, children with disabilities who experienced inclusive kindergarten, inclusive primary schools and inclusive secondary schools have reached the end of their school career and face the transition from school to work. Now, the basic problem that their parents, educators and teachers face is that the world of work is not very inclusive.

Because there is little knowledge yet how adolescents with disabilities will manage the transition, there is a need to explore it in more detail. One question in point is how inclusive schools prepared students with disabilities for the transition from school to work. Could it, e.g., be that there is a specific context in inclusive schools, which helps these children to acquire abilities, which make them suitable for the "normal" world of work and not for entering special work contexts offered by organizations, such as "Lebenshilfe"? Against this background, the current dissertation was aiming at finding out how the parental and school context (teachers) gives students with disabilities the chance to develop ideas about a future career and to achieve the developmental task of the school to work transition. Furthermore, because there is not so much research done in the area of parents and teacher support in inclusive settings, selected literature on school engagement and career preparation in general, as well as inclusion, in particular, have been reviewed to reflect what is important for students with disabilities to engage in school and what is important for them to engage in career preparation. Moreover, the literature review also focused on the specific needs of children with disabilities in general.

After reviewing selected literature, interviews with teachers in an inclusive school setting and with parents and their children with disabilities (severe learning disabilities and Down syndrome) at the end of their school career were conducted to learn whether the students had their career plans, how they developed them, and how parents and school supported the development of these vocational plans.

Student's future career plans and their progress in achieving school to work transition

The results of the current doctoral research were very interesting because they provide a new perspective on career plans of children with severe learning disabilities. They modify the rather pessimistic view suggested by previous studies that showed that special-education students with learning disabilities have low levels of career decision making self-efficacy (Ochs & Roessler, 2004), and are not very active in career exploration (Hitchings, Luzzo, Ristow, Horvath, Retish & Tanners, 2001; Ochs & Roessler, 2004). Results of the present research found, on the contrary, that students with disabilities were quite successful in developmental tasks of career preparation given that they already developed career plans (i.e., career decidedness) and engaged in career preparation activities that their inclusive schools offered in- as well as out- side of the school context. For instance, student A with learning difficulties as well as her mother reported that A would like to be a social carer in the future, and thus she is planning to attend school of social and health sciences where she could learn subjects needed to prepare for this career. Student A reported to have a comprehensive knowledge of all steps and prerequisites needed to enter the school of social and health sciences.

During the study years in inclusive school X, student 'A' also engaged actively in multiple internships (e.g., internships in kindergarten, in traveling service of individuals with disabilities, and in care service) aimed at preparing students for their future vocation. Similarly, student B with Down syndrome reported that he would like to be a cooker in the future. B as well as his mother also reported that B engaged in multiple internships that prepared him vocationally, including, for instance, an internship in a kindergarten and elderly care. Teachers of special education and career education in the inclusive school also reported that students with disability showed engagement in career preparation activities of the inclusive

school X and enjoyed this participation specially when these internships were well organized to meet their psychological needs (e.g., need of social integration).

Disabled students also showed high motivation to complete education. For instance, when student (A) did not graduate from school X, she as well as her parents did not lose the hope and tried hard to find another schools that can provide (A) the chance to complete education given that receiving a regular high school degree is a basic condition to enter the school of social and health sciences needed to prepare A for future career. With the help of his parents, student B, who has Down syndrome, also showed high engagement in school tasks and graduated from his school. Disabled students' success in career preparation and their motivation to complete education resulted in turn in greater progress in achieving the developmental tasks of school to work transition successfully.

Important to note that the essential reason of success in developmental tasks of career preparation and thus the progress in achieving the developmental tasks of school to work transition among the students with disabilities is the support these students received from the context (e.g., they were offered opportunities to try out own abilities in internships, which were organized by their parents and their teachers). This interpretation is consistent with Erikson's notion which proposes that on every developmental stage individuals' engagement to solve the "normative psychosocial developmental crisis" is dependent on the presence of the personal as well as the contextual resources that ease the accomplishment of the developmental task characterizing the developmental stage (Cicchetti, 1993; Erikson, 1968; Havinghurst, 1948, 1972; Stringer, Kerpelman & Skorikov, 2012). This leads us to talk about the main focus of the present study. Specifically, the current research also aimed at exploring inclusive activities parents, school context and so teachers did to support career plans and developmental task of school to work transition among students with disabilities. This was examined in the general learning atmosphere which was generated in the schools of our interviewed students.

Parental support

Concerning inclusive activities provided by parents, the interviews showed that they were extremely high involved in the life of their children. Parents are the main organizers of opportunities for participation of their children. They wanted to

normalize life of their children right from the beginning by realizing their rights to education, to prepare for future career, to be protected from discrimination, and to enjoy participation in beneficial and self-selected leisure activities. This supportive parental context increased, in turn, the progress that their disabled children showed in achieving the developmental tasks of school to work transition successfully.

These general results about the parental support contradict with previous studies cited that parents of adolescents with learning disability (LD) are less interested in students' academic and social lives (Patrikakou, 1996). However, they agree with previous research conducted among non-disabled students, which found that the parents, who had high educational expectations for their adolescent children and who expected that their adolescents will enter college, influenced academic achievement and (i.e., GPA) and academic self-perception of their children positively (Krik, Lewis-Moss, and Nilsen & Colvin, 2011). Consistently, parents of student A and student B tried hard to help their disabled children to enter an inclusive school. They also continued their support to strengthen abilities of their children to increase their success in school and thus to realize their right to education. Parents of A, as A's mother reported, showed high encouragement of learning, tried to help their daughter regularly in school-homework and in preparation for school-examinations, provided a lot of resources (e.g., extra and additive lessons in home) to prevent the negative impact of the developmental delays and learning difficulties A is suffering from. Doing that they wanted to compensate the neglect and the omission exhibited by the X-school subject teachers, to enable her to learn the curriculum of the X-school, and to acquire skills needed to succeed in every school-grade in order to enable her to reach a regular high school degree and to enter a regular career path **(See subcategory 2.1.1)**. These results also agree with findings of Hua, (2002) that showed that parents' support as manifested in responsiveness and sensitivity to the abilities of their disabled child at an early age, high expectations regarding abilities of their disabled child and high support (e.g., providing activities and resources to nurture talents and capacities of their disabled child) is associated with the development of career self-efficacy during early childhood and elementary grades (Hua, 2002). The results are further in line with previous studies on non-disabled students. Specifically, these studies showed that parents, who hold high expectation and aspirations for their children (i.e., hope that their children will continue their education after high school and believe that

education completion, college entry and attendance are realistic goals), and who highly value education (i.e., importance of college and education for the future of their children), are also highly involved in a number of activities needed to prepare their children for educational attainment and college (e.g., helping with academic tasks, encouragement to search colleges and universities, communicating high expectations, and helping with planning to get into college) (Jacob, 2010).

Further, in spite of the disabilities that students (A) and (B) have, their parents tried always to express their positive perceptions and to communicate high expectations with regard to the academic and vocational future of their children. For example, A's mother reported that 'A' is able to achieve all of her vocational and academic goals, including school completion, career preparation, and employment in multiple types of productive job like, for instance, ambulance service, elderly-care or socially oriented careers, or kindergarten. B's mother, in turn, also expressed her confidence that her son 'B' can work in inclusive work settings and regular labour market (e.g., "Erster Arbeitsmarkt") rather than working in "Werkstatt" **(See subcategory 2.1.2)**. These results are in line with previous research that found that parents' high expectation, as one dimension of parental involvement, is very important for their children, had a direct effect on academic expectations of their children with learning disabilities, influence their future career choice and promote success (Patrikakou, 1996).

Further activities parents of 'A' and 'B' did to increase inclusion of their disabled children were searching actively for information needed to support their full participation, e.g., by searching media tools. They also tried to seek contact with parents and families of children with disabilities who had already organized an inclusive education for their children. They tried to contact individuals who were active in the domain of inclusion including university professors being experts in special needs' education **(See subcategory 2.1.4)**. Parents also contacted their children's teachers to explain their children's special needs to ensure their fair and adequate treatment. For instance, A's mother contacted A's teachers and other school-staff in the X school to discuss academic and social sides of school life of her daughter, including earning a regular school degree and treating her daughter fairly by their class-mates and teachers.

Similarly, B's parents contacted individuals from science and administration, ministry and the local university to organize the inclusive education for their child, in spite of presence of many barriers that made inclusion of B more difficult (e.g., when school refused to accept student B in the learning classes). Their son B was, accordingly, the first school-age student with mental retardation who entered a regular school system in the state where he lives. However, B's mother was also well informed about changes occurred in educational systems and school law with regard to integration of student with disabilities (e.g., school law in the year of 2003). **(See subcategory 2.1.3).**

Concerning the inclusive activities done by parents to normalize the lives of their children and to realize their right to prepare for future career, interviews showed that parents of disabled students, who showed success in the developmental task of career preparation, supported their children who are with disabilities in order to enable them to cope actively with the developmental task of school to work transition. Specifically, five types of parental involvement in the process of career preparation of their disabled children could be identified. These types included frequent talk with their children about career aspirations and career preparation, contact school staff to discuss career preparation activities, expectations about existing barriers to inclusive world of work, and parents' own initiative to provide solutions for creating an inclusive world of work.

The interviews showed that both interviewed mothers were involved in exploration of future career opportunities for their disabled children in by talking frequently with them about career aspirations, career preparation process and other difficulties that their children were experiencing in the school and that interfered with their academic and career plans. However, given that B was not so verbally competent like A, his parents tried to learn about his attitudes towards specific experiences by his non-verbal expressions of liking or disliking (e.g., his reaction to a summer camp) **(See the subcategory: 2.2.1)**. These results also come in line with results of Pfeiffer and Piquart (2012) that found that the higher levels of support and advice provided by parents resulted in the higher levels of perceived attainment/progress of the developmental task of career choice among adolescents with visual impairment and lower need to engage in activities necessary to accomplish this task (Pfeiffer & Piquart, 2012).

Parental supportive and inclusive activities to prepare their children for future career were also manifested in their effort to have contact with teachers and school staff to gather information needed to prepare their children for future career. **(See the subcategory: 2.2.2).** Parents were, further, interested and knowledgeable about progress of the developmental task of career preparation of their children. In this term, A's mother referred to the various ways that her daughter followed to develop her career plans, internships in- as well as out of- the inclusive school, and the competencies that her child acquired by attending these activities (e.g., responsibility and autonomy). She was more importantly well informed about academic and career plans and tasks her daughter 'A' can pursue to achieve effective school to work transition and get an employment. Similarly, B's mother also talked about internships and tasks her child B did in- as well as out of- the inclusive school; evaluation written by directors and individuals responsible for activities of her son, and competencies her child developed when he attended these activities **(See the subcategory: 2.2.3).** Parents' involvement was also manifested in their awareness of basic challenges and barriers that may interfere with achievement and progress in developmental tasks of school to work transition of their children. A's mother was only worried about barriers existed in school context whereas B's mother described more barriers, including the absence of continuous occupations for adolescents with handicaps; absence of any chance to continue supporting the competencies 'B' learned and acquired in the school, in case he did not receive any inputs after leaving schools; the non-inclusive support system of some organizations responsible for supporting families and individuals with handicaps (e.g., Lebenshilfe), difficulty to find job chance in the regular labor market to make inclusive work experiences at least for two years **(See the subcategory: 2.2.4).** Given that mother of B was highly involved in the process of career preparation and inclusion of B in the larger society, she was also very knowledgeable about possible solutions for creating an inclusive world of work. She talked during the interview about the importance of organizations like „Lebenshilfe“to employ individuals with handicaps. She also talked about the possibility to change the German society to make it inclusive and more productive concerning employment opportunities for individuals with disabilities (e.g., providing the companies with money to employ and assign salaries to individuals with handicaps – “Persönliches Budget” -, applying American law companies to the German social companies or German official institutions.) **(See the Subcategory: 2.2.5).** These results with regard to the parental support of the

developmental task of career preparation of their disabled children are consistent with findings of previous studies showing that familial support is an essential resource to promote the sense of competence, the well-being, and thus the successful school to work transition as reported by the adults with handicaps who have been successfully employed (Hudson, Schwartz, Sealander, Campbell, Hensel, 1988).

Responses of interviewees also showed that parents of students A and B did not show any discrimination against their children. They held fair and non-discriminative perceptions regarding their children's abilities and weaknesses and tried hard to prevent any type of mistreatment and discrimination against their children in school. These parents, for instance, focused on promoting the strengths of their children in order to normalize their lives and include them in the larger society and thus increase chances that their children will achieve the developmental tasks of school engagement, education completion, career preparation and getting an employment. They were also completely confident that their children have the potential to achieve specific academic and vocational goals. They tried accordingly to socialize their children academically by communicating high academic and career expectations. In this term, A's mother expressed her confidence in the ability of A to complete school, enter school of social and health sciences and pursue various types of careers. Similarly, B's mother also expressed her confidence in A's abilities to persist in an inclusive work setting. Both mothers also showed dissatisfaction and frustration whenever their children confronted obstacles and tried to intervene to reduce the deleterious effects of these obstacles that hindered their inclusion. A's mother, e.g., noted that their contact with teachers, to stop the aggressive acts and school bullying A was exposed to, was the basic reason that prevented negative consequences of school bullying (i.e., school refusal). Further, these parents also contacted teachers of their children to explain needs of their children and prevent unfair non-adequate treatment so their children would be treated *fairly and adequately*. They also invested efforts to search for information helpful to promote inclusion and integration of their children in the larger society **(See the category 2.3)**.

Interviews also showed that parents of A and B tried to normalize life of their children with disability by providing them with chances to spend their free time effectively by pursuing activities beneficial to increase inclusion and optimize their

development. Student 'A' used her leisure time to develop her sport potential and to meet her friends. B in turn also spent leisure time to develop his musical potentials, meet friends, attend theater, watch television and attend church **(See category 2.8)**. These results are very important and continue to confirm that our interviewed parents are successful in supporting their children to enable them to cope with the developmental task of school to work transition effectively. This assumption is derived from previous studies cited that participation in extracurricular activities is related to career maturity of students with learning disabilities and can further be seen as an important indicator of participation in post-secondary education (i.e., education and vocational programs) (Miller, Snider & Rzonca, 1990).

The interviews also showed that some parents may fail in their inclusive activities when they show high levels of overprotection. In this term, teachers of career education reported that overprotective parental behavior could reduce chances of their disabled children to participate in career preparation activities offered by their inclusive schools **(see the category 2.5)**. Results are in line with previous research argued that families of children with disabilities (e.g., chronic illness and disabilities) are more likely to show this maladaptive type of parenting (i.e., overprotection and limiting autonomy) (Holmbeck et al., 2002).

In general, results of interviews were also consistent with previous studies found that positive and supportive parental context that satisfies children's psychological needs of relatedness, autonomy and competence can increase and promote levels of motivation and school engagement of their children (Raftery, Grolnick & Flamm, 2012). Parental contexts that meet children's psychological need of relatedness can increase school engagement and motivation of their children (i.e., valuing school and developing sense of competence that will in turn enable them to invest greater effort in learning activities.). This can occur directly by teaching children skills needed for success in school (e.g., math and reading skills), and indirectly by valuing school highly, discussing school issues with their children, visiting schools of their children, and linking school topics and subjects with outside activities. Considering the psychological need of autonomy, a positive parental context that is meeting this need by encouraging autonomous, problem-solving and decision-making in their children and by taking children's perspectives and point of view, is hypothesized to increase schoolers' levels of engagement in school activities and thus to maximize their capacity to accomplish developmental tasks related to school engagement and

school completion (Raftery, Grolnick, & Flamm, 2012). Supportive parental contexts that satisfy their children's psychological need of competence, by providing clear expectations, rules, feedback and consequences of actions, can increase a sense of competence and perceived control and effective engagement of their children (Raftery, Grolnick, & Flamm, 2012). The current research further assumes that such parental context can also exert the same positive influence on the other developmental tasks of engagement in activities aimed at preparing for future career and school to work transition of their disabled children.

The school context – the role of teachers

Concerning the role of school context, our interviews showed that the inclusive school setting was also successful in implementing inclusive activities needed to normalize life of students with disabilities by realizing their right to education, to access vocational training and to be protected from discrimination. This support increased, in turn, the progress that disabled students showed in achieving developmental tasks of school to work transition.

Teachers in the school X reported that school X accepts students with disabilities as learners, and provides them with opportunities to study the same subjects that their typically developed counterparts study. Each inclusive class in this school integrates or includes two or three students with special educational needs who have one or multiple types of disability. The interview with A also showed that, with the support of the educational system of Thuringia, 'A' could enter the regular educational system, including regular kindergarten and school. A's mother also referred to early assessment used to support this process of entering education and learning. Further, in spite of the difficulties that A experienced (i.e., school non-completion), the educational system of Thuringia and the educational system in the school of social and health sciences accepted A and provided her with the chance to complete school and thus to receive the regular high school degree, to continue her further education that will allow her to get an employment as a social carer. Similarly, B also had the chance to enter inclusive schools (elementary secondary, comprehensive and vocational school). Mother of B also referred to the ideal conditions of these schools (e.g., small number of students; qualified teachers; high quality of expertise about handicap that school provides; encouragement of parental involvement; preparing classes at different levels) **(See the category 2.6)**. These results can find support in

the theoretical models of disabilities (e.g., social, transactional and ecological models) that focus on the importance of a supportive context (Bricout et al., 2004; Llewellyn & Hogan, 2000) for the development of the disabled individuals. For instance, the interviews showed that presence of opportunities to enter an inclusive school resulted in progress in the developmental task of school engagement among students with disabilities.

Interviews also showed that the inclusive school context was successful in supporting the development of career preparation of our interviewed students. Specifically, teachers of career education in the school X developed an inclusive career preparation program (e.g., school curriculum of practical learning) that allowed 7th, 8th, and 9th graders to explore their interests and abilities. They also provided obligatory internships that suit interests and abilities of the students. These teachers were also very competent in arranging individualized tasks and inclusive learning situations by structuring the tasks and reducing its' complexity to make them more suitable to the competence and cognitive level of students with disabilities (e.g., cognitive impairment and intellectual disabilities, mental retardation). Tasks given by school were also very challenging, enjoyable and linked to the vocational aspirations. B and his mother were, in turn, also very satisfied with their school that provided great chances to smooth transition between schools' periods, and transition from school to further education and work. Results are in line with previous studies highlighting the importance of teachers for supporting developmental tasks of career preparation (Pfeiffer & Pinquart, 2012). The results are also consistent with the literature on the legal framework of inclusion that underscored schools' responsibility to teach students with disabilities a school curriculum that enables them to prepare for transition from school to work and college by providing them with opportunities to participate in career preparation programs. These results agree with the theoretical model of school engagement (i.e., Contextual Model of Antecedents and Outcomes of Students' Engagement, Lam et al., 2012) that highlights importance of school teachers' effective educational practices and curricular activities. Specifically, students who perceive academic tasks as challenging, encouraging curiosity, recognizing autonomy, focusing on self-improvement rather than competition, and evaluating improvement of students' work, are more likely to develop effective motivational beliefs (e.g., self-efficacy and

attribution), to show higher levels of school engagement, to be interested in a task and to think highly of its successful completion (Lam et al., 2012).

Almost all theoretical models of school engagement (e.g., Motivational model of Context, Self, Action, and Outcomes; Motivational Dynamic Model of Engagement and Disaffection (Skinner & Pitzer, 2012); Contextual model of Antecedents and Outcomes of Student Engagement (Lam et al., 2012); Model of Association between Context, Engagement, and Student Outcomes (Reschly & Christenson, 2012)), also highlighted importance of the nature of academic tasks and learning activities that students receive from their teachers in school as these tasks constitute one source of academic motivation and school engagement. Consistently, the Motivational Dynamic Model of Engagement and Disaffection (Skinner & Pitzer, 2012) assumes that when school teachers provide their students with tasks that are interesting, fun, authentic, meaningful, valuable, significant, worthy one's effort, students are more likely to show higher levels of engagement, greater effort and more active participation in classroom activities (Skinner & Pitzer, 2012).

Turning to results, interviews further showed that teachers in the school X also encouraged parents of students with disabilities to involve in the process of career preparation of their disabled children (e.g., finding internships). Teachers, furthermore, compensated parental failure when they could not support their children. A and her mother also reported that inclusive school was very successful in preparing students with disabilities for their future career as it provided them with opportunities to express their interests and to choose freely internships that suit their interests and abilities **(See the category 2.7)**. These results are consistent with theoretical models of disabilities (e.g., transactional and ecological or system models) (Bricout et al., 2004; Llewellyn & Hogan, 2000). According to the ecological model, this partnership and contact between parents of students with disabilities and teachers of career education in the inclusive school X, as two micro-systems in the meso-system, resulted in a greater engagement of these parents and their disabled children in career preparation activities and, thus, increased success of these students in the developmental task of career preparation. The partnership also increased the level of satisfaction with- and confidence in- school and teachers in general.

Inclusive activities offered by school to normalize the disabled students' lives by realizing their rights to education and to prepare for the future career could be used to refer to school's inclusive activities to normalize life of these students by realizing their rights to be protected from discriminative treatment. Teachers' sensitivity and responsiveness to students' needs whenever their disabled students were not treated adequately is also one important example of teachers' activities to prevent discrimination against disability (e.g., case of student who did not experience an inclusive setting in his internship and was isolated from other workers). Further evidence is provided by the interview with B. His mother said that teachers in the vocational school gave grades to B when they realized that these grades were motivating for him as he asked to receive such grades like other classmates in the school **(See the category 2.8)**.

The interviews also revealed that although students with disabilities were in inclusive schools, some subject teachers were not prepared to act inclusively, and this is sometimes a problem when the students develop self-confidence, and all the potentials needed to achieve developmental tasks of school engagement and school to work transition. Interviewed parents reported various examples of schools' failure to prepare teachers to act inclusively including, for instance, subject teachers' low interest and lack of knowledge of the academic goals and aspirations of their disabled students, labeling these students as disabled and stressing their weaknesses and disabilities. These failures triggered discriminative attitudes of teachers, lowered their expectations regarding abilities of students with disabilities, and increased their discriminatory treatment (e.g., neglect, providing non-challenging tasks, and reducing chances to participate in class...etc.) which, in turn, influenced the developmental task of school engagement negatively resulting in school non-completion. Schools' failure to enable teachers to prepare individualized tasks suitable to the competence level of students with disabilities also resulted in underachievement and school disengagement. These results agree with previous studies documented that negative attitudes toward disability (e.g., learning disability) can bias teachers' perceptions of the disabled students. The biased perceptions in turn will impact the interaction between teachers and the disabled students negatively. For instance, these perceptions can lower teachers' expectations, limit and minimize quality of the opportunities they offer, decrease their willingness to invest effort as well as time to support the disabled students,

and influence their feedback rates and responses to academic outcomes of these students. Such negative interaction may, in turn, affect the academic achievement and school-life of the disabled students negatively (Clark, 1997; Hornstra et al., 2010; Osterholm, Nash & Kritsonis, 2007).

Contrary to this, previous research found that teachers, who are highly involved, affectionate, dedicate resources and show high levels of trustworthiness, have great influence on students' perceptions and feelings that their psychological needs are satisfied (Skinner and Belmont, 1993). Finally, previous research documented that students' motivation was also positively and significantly associated with teacher motivation, fairness (i.e., democratic communication), rule setting, and high expectations (Wentzel, 2002).

The Qualitative interviews, further, showed that teachers' failure in establishing an accepting pro-social class-climate (e.g., failure in preventing school bullying against students with disabilities) and their failure in stimulating positive social interaction between the disabled and non-disabled students influenced school engagement negatively, lowered school performance and reduced chances of the disabled students to participate in leisure and extracurricular activities in- as well as outside of school. These results are consistent with previous studies found that students with disabilities perceive their interactions and relations with teachers and classmates as a source of stress (Helms, 1996). They are also in line with previous studies that found that school-age adolescent students who perceived their teachers as highly supportive, helpful, safe and non-threatening, and holding high expectations regarding their academic engagement showed interest in the classroom activities and pursued pro-social goals (Wentzel, Battle, Russell & Looney, 2010).

Results further found that teachers' failure to involve parents in academic life of their disabled children by not contacting them to discuss the academic status of their child (e.g., the grading practices, the grades A received in several subjects, school degree) resulted in A's low motivation, underachievement and school non-completion (**See the category 2.9, lines 185-212**). When interpreting these results with respect to the system model of disabilities, it can be said that lack of contact and partnership between both micro systems responsible for educating the child A (i.e., teachers and parents), influenced A negatively lowered her motivation to study

and lowered her trust in school teachers given that her mother did also lose this trust in these teachers. These results agree with previous studies that highlighted the importance of successful teachers-parents relationships for motivation in the classroom, self-confidence, academic outcomes and school success for students with disabilities (e.g., autism spectrum disorder, speech and language impairments and visual impairments) (Barely, 2012).

High level of engagement and support of parents and teachers to enable students with disabilities to prepare for successful school to work transition is a result of the feasible opportunities in the German society, and more specifically the state of Thuringia where the interviews have been conducted. Such opportunities allowed parents and schools to find resources needed to undertake their obligations toward their children. Consistently, results of interviews showed that the parents and their disabled children perceived tasks of school entry, education, preparation for future career and school to work transition as possible and achievable tasks. This interpretation is consistent with models of disabilities that advocate the role of contextual factors in the development of individuals with disabilities (Bricout et al., 2004; Llewellyn & Hogan, 2000).

Social integration in the classroom – the role of classmates

The current research work also focused on studying the importance of social integration with the classmates and peer group for the developmental task of school to work transition among students with disabilities. Responses of the participants showed that integration with peers increased school engagement as it increased school attendance, school liking and participation in leisure and extracurricular activities in- as well as outside- of the school. Integration with peers and classmates in the inclusive schools also allowed these disabled students to develop the ability of building and maintaining further relations with other disabled and exceptional students inside as well as outside of the school context. The presence of peers in school also buffered the influence of exclusion that could be exhibited by others. Results also found that low integration as manifested in school-bullying toward disabled students influenced academic performance and achievement of these students negatively and lowered their motivation to persist and complete tasks in schools (**See the category 3.1**).

These results find support in multiple theoretical models of school engagement (e.g., Motivational Model of Context, Self, Action, and Outcomes; Motivational Dynamic Model of Engagement and Disaffection (Skinner & Pitzer, 2012); School Identification Model (Voelkel, 2012); Contextual Model of Antecedents and Outcomes of Student Engagement (Lam et al., 2012); Model of Association between Context, Engagement, and Student Outcomes (Reschly & Christenson, 2012; Model of Social Support and Classroom Competence (Wentzel, 2012)), and with previous research (e.g., Li et al., 2011; Wentzel, Battle, Russell & Looney, 2010; Zablocki, 2009)) that underscored the importance of positive peer group/classmates in the school-context in promoting students' school engagement as well as academic motivation and thus other academic outcomes, including academic achievement and performance.

However, social integration with classmates and peers can indirectly influence the developmental task of career preparation through its influence on school engagement since the latter (i.e., school engagement) is an important antecedent for preparing for future career (Reschly & Christenson, 2012; Zablocki, 2009) and a basic element for achieving effective school to work transition (e.g., Hendricks & Wehman, 2009).

In general, the results of the interviews also support previous studies that provided evidence regarding the positive influence of inclusion on students with disabilities. These results are, further, in line with previous studies showing the importance of inclusion for promoting the achievement of the developmental tasks of school engagement, increasing academic and social and affective outcomes (e.g., Banerji & Dailey, 1995; Finke, McNaughton and Drager, 2009; Guralnick, 1994; Kocaj et al., 2014; Kracke, 2014; Martinez, 2006; Rafferty, Boettcher & Griffin 2001; Salend & Duhaney, 1999; Sautner, 2008), promoting the developmental task of career preparation and increasing the progress in achieving the successful school to work transition of students with disabilities (e.g., Baer, Daviso, Flexer, Queen & Meindl, 2011; Hudson et al., 1988; Salend & Duhaney, 1999). Consistently, results of interviews showed that educating B in an inclusive school setting also allowed him to develop his reading, writing competence, his ability to work with computer, his language (e.g., English language), and musical talents as B and his mother said.

Further, educating A and B in an inclusive school also resulted in positive outcomes with regard to the developmental task of peer integration that is closely related to school engagement or that constitutes one dimension of it. In spite of the presence of some negative experiences with aggressive classmates who bullied student 'A' regularly, 'A' could, as she and her mother said, enjoy positive interaction and could build friendships with positive classmates who are similar to her (i.e., with disabilities) and with other exceptional classmates who do not have disabilities. Similarly, B and his mother talked throughout the interview about presence of positive peers with whom B regularly interact in the class and school and during the leisure time.

Responses of the participants in the interviews of this research also confirmed that inclusion can have positive influence on the developmental task of career preparation of the disabled students. It could be, for instance, argued that inclusive activities and opportunities provided by the inclusive context (i.e., parents and schools and the larger inclusive society) can be the reason that these disabled students and their parents appraised the tasks of school engagement and career preparation as attainable (i.e., the disabled students perceived themselves or thought they are able to attain all of their academic and career related goal). Student 'A' and her mother had positive perceptions with regard to A's abilities to achieve all tasks related to school engagement, school completion and career preparation. 'A' perceived herself as efficacious and able. Similarly, the mother of child 'B' also holds such positive perceptions and attitudes regarding the abilities of her son to work independently in an inclusive work.

RECOMMENDATIONS:

Recommendations for practice:

- The results of the current research highlighted the importance of preparing teachers in inclusive schools to teach students with disabilities and connect their families effectively. Such preparation could entail providing these teachers with training in multiculturalism or diversity to increase their knowledge with regard to disabilities and promote their competencies in this domain.
- The results also highlighted the importance of improving the quality and style of writing and preparing school records entailing information and special education labels that characterize students with disabilities who enter the inclusive school to complete their education. For instance, such documents should also entail information about abilities and strengths of these students and not only their impairments and weaknesses given that special education labels can also bias teacher's perception and thus influence their teaching practice negatively when they ignore strength and abilities of these children.
- The results also highlighted the importance of preparing teachers to regulate classrooms more effectively by implementing effective social school curriculum that aims basically at promoting students' social competence and creating a prosocial class climate where all students respect each other.
- The results also underscored the importance of implementing peer education programs aimed at increasing knowledge of students about types of disabilities to decrease negative attitudes and discrimination against their classmates who have disabilities.
- The current research work also stressed the important role of schools in encouraging parental involvement, connecting them and building successful parent-teacher and family-school partnerships to integrate parents in the school life of their children as well as in the process of preparing their children for achieving school to work transition.

- Parental involvement is very essential to promote inclusion and to enable their children to achieve success in developmental task of school engagement, school completion and school to work transition, specially, when school teachers and administators fail in building a successful parnerships with parents. However, parents should also avoid overprotectiveness.
- Given that the current research also continues to confirm the sad fact that some students with disabilities, without teachers' and parents' help, are very passive and low motivated to engage in activities needed to make school to work transition and to preparae for future career, educators and school authorities can, for instance, either put regulized sanctions for nonattendance of such activities or can provide consisitent rewards for students' attendance. Such educational policies or diciplines can serve as motivators for students with disabilities to increase their engagement and attendance of these programs.
- Given that career education is implemented in school and during schoolage period, educators should place special importance on promoting students' school engagement by countering any disabling factor that will hinder and minimize it.

Recommendations for future research:

- Given that the current research included only few teachers, students with disabilities and their mothers, future researchers can replicate these questions with a greater sample. Future researchers can also conduct longitudinal studies to follow students with disabilities and their families across transitions so they can learn more about individual pathways.
- The current research did not focus on studying the process of career development during the early school years. It is, therefore, recommended for future research to focus on studying the development of the concept of work and career throughout the school years starting in the early school years. Given that this knowledge and concepts are not innate, role of contextual factors should be the basic focus of the future resarch.

- The current interviews and more specifically the interview conducted with the male adolescent student with Down syndrome and his mother revealed interesting results with regard to the developmental tasks of transition to adulthood life, marriage and building family. Given that the current research work does not go further than the developmental task of school to work transition to cover this developmental task of marriage and building family, it is therefore recommended for future research to study such matter among students with disabilities.
- Given that disability can occur every time in an individual life as a result of internal (e.g., genetic) or external (i.e., contextual) factors, future research should go further than targeting students with disabilities and focus on normalizing the life of every child and adolescent by minimizing all disabling factors (such as war, hunger, violence) that may result in the development of disorders or impairments.

SHORTCOMING AND LIMITATIONS:

The current subsection is addressing shortcomings and limitations of the current research.

- One important short coming of the current research is always the small group of students and that it is retrospective so researchers tried to look back into the biography of the kids. It would be very good to study this topic and sample in a prospective and a longitudinal way so that researchers can follow individuals over a longer period of time. The questions can be addressed are, for instance, how do students with disabilities start in school? How do they experience school and classroom? How do they experience internships? And how do they think about their future during their growing up? Moreover, it would be always good to have larger samples. However, given that the sample we had is consistent of students with special needs who may have impairments, including severe learning disabilities, that will interfere with their ability to answer too much and long questions (e.g., student B was unable to answer questions), it was necessary to conduct interviews to study them as singular cases. It is appropriate to study individual cases when we deal with children with handicaps, because

children with handicaps are very individual with their needs. Of course, the results of these interviews cannot be generalized to other types of disabilities who may have different educational and special needs (e.g., severe visual impairment).

- Perhaps the most important peculiarity was to be dependent on the presence of parents and using them as the main (respondents) reporter of their child's case. In spite of the importance of the presence of parents as previously discussed in the current research work (see section: 3.3), parents of children with disability, as have been found throughout the literature, are more likely to exert a high level of overprotectiveness on their children. Such parental overprotectiveness may influence the child's responses to our questions and omit their point of view regarding such matters that have great importance in their life (i.e., school-life, career preparation, and transition from school to work). It is, therefore, recommended to use further procedures (e.g., observation) and other composite instruments that may shift control to the participants who have disability and thus allow them to answer interviewers' questions alone. For instance, the use of visual or enactive methods like pictures, drawings (i.e., Smiley, sad, and angry face), videos, movement and drama could be useful when interviewing individuals who have language difficulties, intellectual disability and learning difficulties, like the interview partners of the current research, given that these instruments could save time and efforts interviewer may invest to elicit information from participants who are, and due to their disability, unable to express their views very well verbally.
- Another limitation is that the current research work did not study the case of the whole types of disabilities that could be educated in the inclusive school. Results should be therefore treated with caution by avoiding generalizing them to other types of disabilities.

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[http://www.sequoiaschools.org/administration/social_curriculum/Social Curriculum](http://www.sequoiaschools.org/administration/social_curriculum/SocialCurriculum)

APPENDECIES

All appendecies including transcriptions of interviews can be found in the attached CD.



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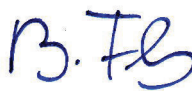
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To whom it may concern:

I herewith confirm that in order to finish her PhD-Studies it was necessary for Miss Suheir Moussa to attend the following academic seminars and practicums:

- Academic Seminar on "'Quantitative Methods in Educational Research" (Winter term 2009 -2010).
- Academic Seminar on "Einführung in die Sozial-Pädagogik und Soziologie der Behinderung" (Summer term 2012).
- Academic Seminar on "Einführung in pädagogische Fragen bei Störungen in Sprache und Kommunikation" (Summer term 2012).
- Weiterbildungspraktikum an der Schule für behinderte Schüler (Winter term 2013-2014).
- Praktikum in der Klinik für Kinder- und Jugendpsychiatrie, Psychotherapie und Psychosomatik. (Winter term 2013-2014).

I also confirm the validity of the attached documents.


Prof. Dr. Dr. B. Fuhs
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Yours sincerely

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Aktenzeichen

Datum 16.01.2015

To whom it may concern:

I herewith confirm that in order to finish her PhD-Studies it was necessary for Miss Suheir Moussa to attend the following academic conferences:

- Academic conference on "Inklusion" (Winter term 2013-2014).
- Academic colloquium on "Learning and Motivation in Interpersonal Contexts" (Winter term 2013-2014).
- Academic lecture on "Kritische Schulsystementwicklungsforschung-Eine "neue" Perspektive für die empirische Bildungsforschung" (Winter term 2013-2014)
- "Tag der offenen Tür", Diesterwegschule Weimar, Staatliches überregionales Förderzentrum. FörderschwerpunktSehen (Winter term 2013-2014).
- Academic lecture on "Inklusion-Herausforderungen für Schulen und die Pädagogische Psychologie" (Summer term 2014).
- Herbsttagung der Kommission Bildungsplanung, Bildungsorganisation, Bildungsrecht (KKKB) zum Thema "Institutioneller Wandel im Bildungsbereich-Reform ohne Kritik" (Winter term 2014-2015).

I also confirm the validity of the attached documents.

Yours sincerely

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Yours sincerely

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Suheir Moussa